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ABSTRACT

Noting the improvement in schools and education that occurs when parents, educators, and the community get involved, this "partners' activity kit" is intended to raise public awareness about what students in the schools need, and describes ways that anyone in the community can fill a role in improving education. Following an invitation from the U.S. Secretary of Education for community support, the kit lists seven goals identified by the public as important to improving education: (1) making schools safe, disciplined, and drug-free; (2) supporting parent and family involvement; (3) becoming a reading, literate society; (4) reaching for new levels of excellence with high standards and real accountability; (5) making technoloy available so all children will succeed in the 21st century; (6) preparing young people for careers; and (7) making college more accessible. The remainder of the kit provides ideas for getting involved in each of those seven action areas. Included with the activities are real-life examples of how various community groups work to improve learning. Activities for getting involved are categorized for the following groups: families; schools involving families and the community; community and cultural groups, colleges, libraries, the armed forces, and religious organizations; and employers. Innovative activities from America Goes Back to School events are described, and a directory of selected resources are listed. (HTH)

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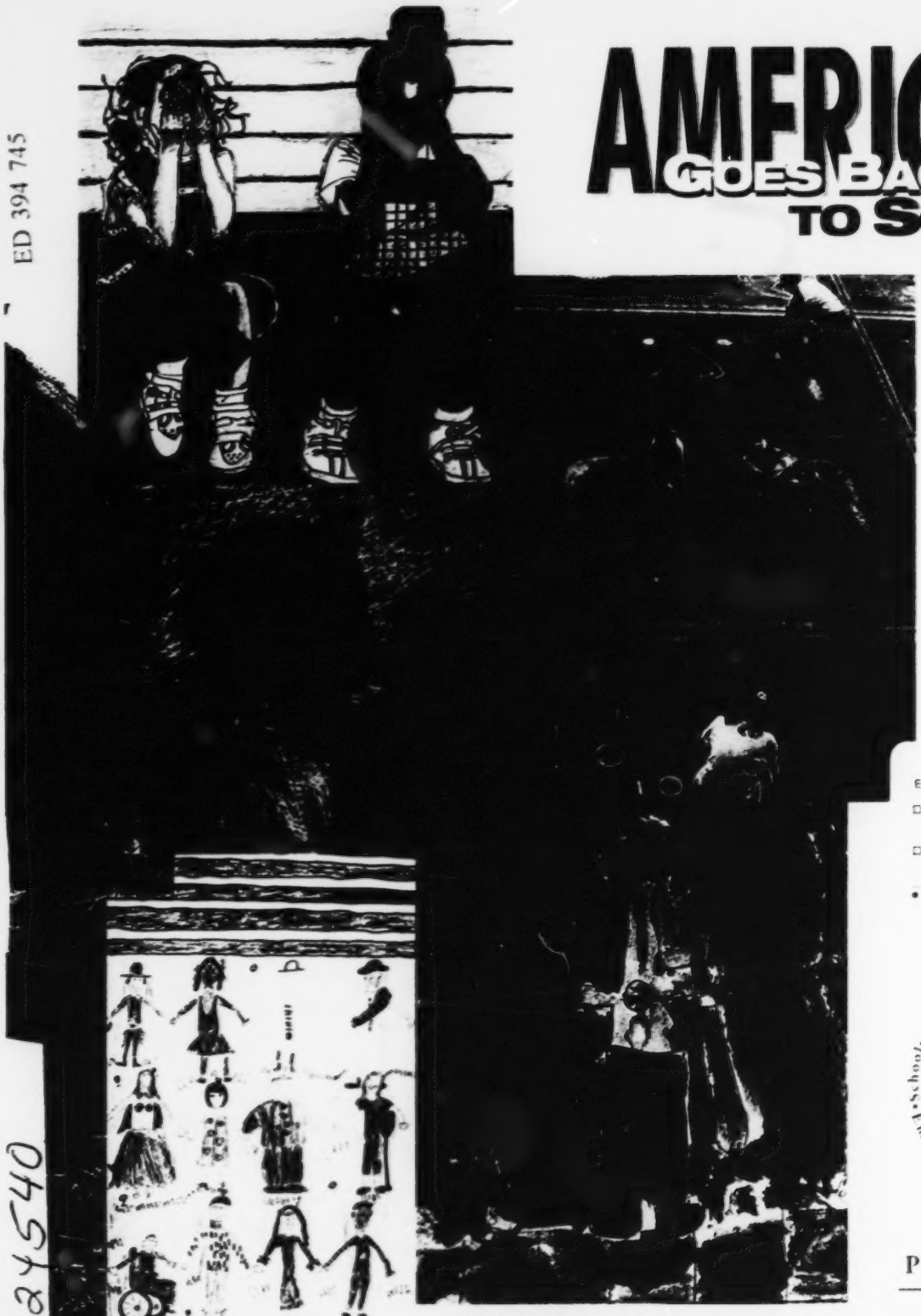
AMERICA GOES BACK TO SCHOOL



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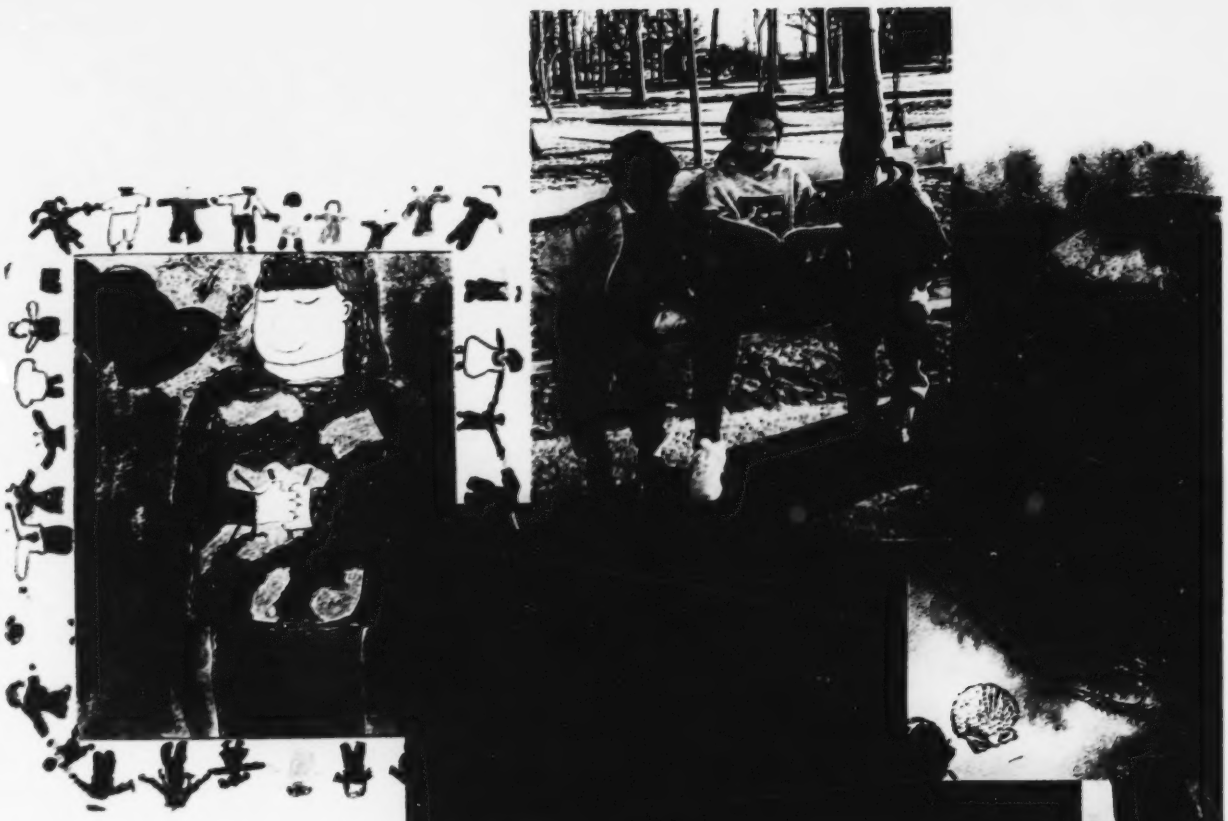
Get Involved!



Illustrations Created By:
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1. ***"The World Needs a Hug"***
   Lauren Elizabeth Gregory, Oak Ridge, TN
2. ***"Sharing a Book"***
   Jamie King, Meridian, MS
3. ***"I Would Give the World Fresh Air, Puppies and Love"***
   Mikey Stevens, Germantown, TN
4. ***"Just Open Your Eyes and See, We Can All Live in Unity"***
   Eddie Smith III, Montgomery, AL
5. ***"Dare to Discover Your Imagination"***
   Zachary Schelp, Kansas City, MO
6. ***"Dare to Discover the Glow of a Book"***
   Chris Mills, Montgomery, AL
7. ***"A Clean Up Club"***
   Katherine Leila Norton, Rochester, MN
8. ***"Kid Peace"***
   Justin Taylor, Parkersburg, WV
9. ***"Autumn Rain"***
   Katherine Mertens, Cranford, NJ
10. ***"I'd Give the World Another Picasso"***
    Jenny Dumproff, Germantown, WI

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Actor, Businessman and 1985 Heisman Trophy winner

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"Just Open Your Eyes and See that People are Like Flowers. They are All Beautiful"

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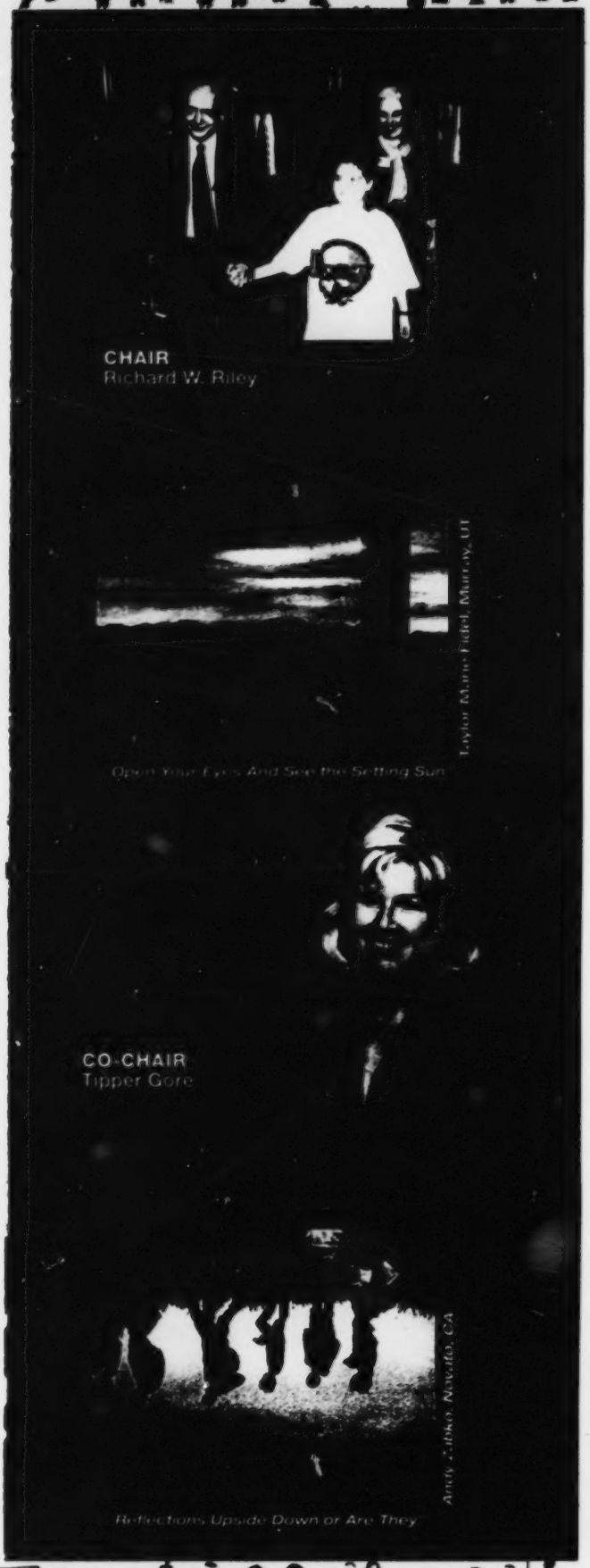


An Initiative of the Partnership for
Family Involvement in Education and the U.S. Department of Education

AMERICA GOES BACK TO SCHOOL

PARTNERSHIP
for Family
Involvement
in Education

Partners' Activity Kit 1996-97

GET INVOLVED!

"Better Education Is
Everybody's Business."
U.S. Secretary of Education Richard W. Riley

Better education is everybody's business. That is why we invite you to get involved and join the second annual national back-to-school campaign to help students in your community learn. The U.S. Secretary of Education, with the sponsorship of the Partnership for Family Involvement in Education, will launch *America Goes Back to School: Get Involved!* in August. The goal is to let the students of America know that their entire community cares about their education and wants to make it better.

It is well known that when families, educators, and communities work together, schools get better and students get the high quality education they need to lead productive lives. Over 700 family, school, community, religious, and business organizations have come together, through the Partnership's leadership, to improve schools and colleges and support family involvement in learning.

Education is about discovering the special skills and talents of students and guiding their learning according to high standards. Education is also about teaching our children and young people basic American values and uncorking that world-renowned American ingenuity that has characterized our country. For America to move forward and continue as a world leader, and for all of our communities to become prosperous and strong, more individuals need to become involved in improving our schools and colleges.

America Goes Back to School encourages everyone--families, schools, colleges, community and religious groups, concerned adults, and employers--to make a commitment to make education better in their community.

This publication provides information about how everyone can get involved in vitally important areas of education and let their community know how to get involved too. There are plenty of activities in which you can participate to make a difference in students' learning. Everyone has a role, and a stake, in improving education. When families, communities and schools work together--for students kindergarten through college--schools work better and students learn more. Involvement is simple--volunteer to do what you know.

Come on, AMERICA . . . let's go BACK TO SCHOOL!

Richard W. Riley
U.S. Secretary of Education

Tipper Gore
Family/Child
Advocate

Bo Jackson
Actor/Businessman
Heisman Trophy
Winner, 1985

Ted Sanders
President, Southern
Illinois University

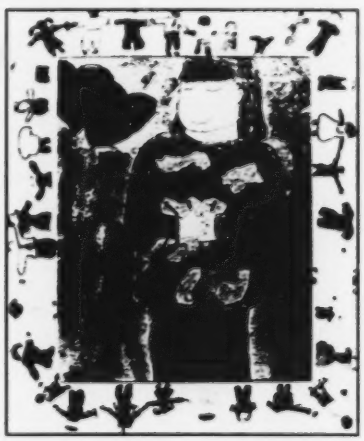
Joan Dykstra
President, National PTA

GETTING STARTED

"If we are going to seize the promise of our times and educate our children so they can keep their dreams alive, we must all work together. Not government alone, not individuals alone, but as parents and children, as employers and employees, teachers and students, community leaders and community members, as government and citizens. We must renew our schools so every American child has the opportunity to get the best possible education for the twenty-first century."

President Bill Clinton

"The World Needs a Hug"
Lauren Elizabeth Gregory, Oak Ridge, TN



This kit is designed to help you raise public awareness about what students in your school and community need to help them reach their maximum potential. The American public has identified seven important actions to improve education. These are:

- ***Making schools safe, disciplined and drug-free: A precondition for learning***
- ***Encouraging parent and family involvement***
- ***Helping America become a reading, literate society***
- ***Reaching for new levels of excellence: Achieve high standards and real accountability***
- ***Making technology available so all children will succeed in the 21st century***
- ***Preparing young people for careers: A strong transition from school to work***
- ***Making college more accessible: Keep the promise of the American dream***

Activities for Improving Education

What follows are ideas for getting involved in each of these seven action areas for parents, schools, community members, and employers. Included with the activities are real-life examples of how each of these groups work to improve learning. The guide is divided into sections depicted by the hands and colors on the right. You can flip to the section that most represents you by following the color chart.

Parents and Families:

Community Groups:

Schools:

Employers:

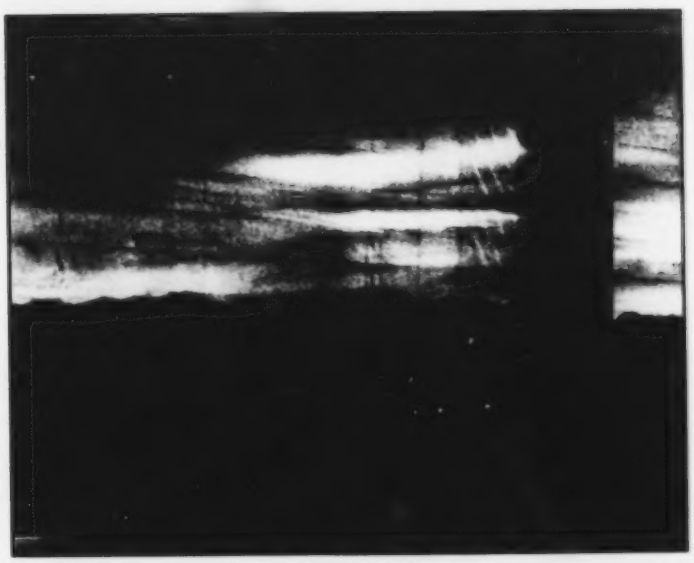
In the pocket of this kit are an *America Goes Back to School* poster listing the Partnership for Family Involvement in Education members as of May 23, 1996, a bookmark, and other materials for your local use.

Planning a Back-to-School Event
The activities are followed by some examples from last year's *America Goes Back to School* initiative. You will also find samples of official proclamations for your use.

Selected Resources
Resources have been included in the back of the book to help you gather more information on each of the seven action areas.

Becoming a Partner
The Partnership for Family Involvement in Education encourages you to sign up your school, college, community organization, business, or place of worship as a member of the Partnership. Pledge sheets are included in this kit--just fill out the appropriate sheet for your group and mail or fax it in!

For more information about the Partnership for Family Involvement in Education, or to obtain print and video materials on family and community involvement, **call 1-800-USA-LEARN,** your one-stop shop at the U.S. Department of Education.



"Open Your Eyes and See the Setting Sun"
Taylor Marie Fidel, Murray, UT

GET INVOLVED IN. . .

MAKING OUR SCHOOLS SAFE, DISCIPLINED AND DRUG-FREE

In order for students to learn well at school, they must be disciplined and safe. While most schools are already safe and drug-free, a growing number of schools in all types of communities--urban, suburban, and rural--are experiencing problems with violence and with alcohol and drug use. With creative solutions, from school uniforms to strict discipline codes, from training teachers to deal with violence to after-school programs that keep kids productive and safe, schools, parents, and communities are providing children the safe, disciplined and drug-free conditions they need and should expect to find in school.

SUPPORTING PARENT AND FAMILY INVOLVEMENT

Any effort to improve education should focus especially on increased family involvement; 30 years of research clearly shows that family involvement is critical for children's success in school and in the rest of their life. However, families in which both parents work and those which are headed by single parents often face a time crunch that can affect their ability to develop strong relationships with their children's teachers. Help will need to come from everyone within local communities, schools, employers, community organizations and religious groups to ensure that our society is family friendly for children's learning.

BECOMING A READING, LITERATE SOCIETY

Reading is the key that unlocks learning in all subjects. While schools must take the lead in making literacy and the basics a top priority, reading reinforcement must be provided outside of school as well. If students do not read over the summer, for example, they can lose three to four months of the reading gains they made the previous school year. If families, schools, community groups, employers and religious groups make improving the reading skills of children and adults a top priority, then America can attain the goal of being a reading, literate society.

REACHING FOR NEW LEVELS OF EXCELLENCE WITH HIGH STANDARDS AND REAL ACCOUNTABILITY

High expectations and high standards bring out the best in students and schools. Although progress is being made, academic standards are often too low and many students still suffer from the tyranny of low expectations. The 1996 National Education Summit of business leaders, governors, and President Clinton reinforced the need for high standards and better accountability. *"We are compelled,"* they said, *"by the urgent need for schools to improve and for student academic performance to rise."* The commitment of these leaders to educational excellence is very important, but a first step; turning the promise of higher standards into better teaching and learning will take our sustained efforts, school by school and community by community, with parent, educator, business and college involvement.

"I'd Give the World Another Picasso"
Jenny Dumproff, Germantown, WI

"All across America there are communities which are pulling together to strengthen education. Parents, teachers, community leaders, business leaders, and educators in every part of our country are starting to work together to improve teaching and learning and to improve student achievement."

Richard W. Riley
U.S. Secretary of Education
(Family-Work-School Conference, Columbia University, April, 1996)

MAKING TECHNOLOGY AVAILABLE SO ALL CHILDREN WILL SUCCEED IN THE 21st CENTURY

Computers help students learn at their own pace, provide unlimited sources of information, offer access to other learners and mentors, and help develop workplace skills. Computers can also open up a whole new world to children with disabilities. But access is critical. Working together, we need to ensure that all teachers have the training and support they need to help students learn through computers; effective and engaging software is developed and made an integral part of the curriculum; all teachers and students have access to modern computers; and every school and classroom in America is connected to the growing international network of information.

PREPARING YOUNG PEOPLE FOR CAREERS

When challenging academics are combined with practical on-the-job experience, students get hands-on, rigorous preparation for careers and college. Some businesses, cultural and community organizations are joining forces with schools to offer worksite learning experiences, mentors, and exposure to careers. In some high schools, school-to-work programs are organized around broad career themes, with links to business and postsecondary training after high school. However, these and other exciting school-to-career initiatives are still not available to all students. Expanding these opportunities is fundamental to preparing young people for careers and the future.

MAKING COLLEGE MORE ACCESSIBLE

Higher education in America is the jewel of education worldwide and one of our richest resources. Education beyond high school is also becoming more of a necessity to make a living and ensure our well being in a highly technological society. Workers with bachelor's degrees earn, on average, almost $15,000 more a year than workers with high school diplomas. Graduates of community colleges with a two-year associate degree earn almost $12,000 more per year than high school dropouts. We must make it a national priority to open the doors to college to all deserving and qualified students. With adequate academic and financial preparation, more students can have the opportunity to attend technical, community, or four-year colleges and universities.

"Dare to Discover Your Imagination"
Zachary Schelp, Kansas City, MO

WAYS FOR FAMILIES TO GET INVOLVED IN CHILDREN'S LEARNING

"Give your community and its children a valuable gift – your time and talents. By supporting your schools through the gift of yourself and your resources, you strengthen your community, lead by example and send a strong message to children that their educational success is important."

Tipper Gore
Family/Child Advocate

Families across America are pitching in to make their schools better and help students achieve high standards. In their own way, they are facing the various issues that concern Americans about their schools. What follows are some ways families are tackling the seven important issues.

MAKE SCHOOLS SAFE, DISCIPLINED AND DRUG-FREE: A PRECONDITION FOR LEARNING

- Talk to children about the dangers of alcohol, tobacco and drug use. These conversations could literally save their lives.
- Join the PTA and work to form a community association, such as *"parent patrols,"* that will work in and around schools to discourage alcohol and drug abuse and ward off unwanted intruders. Build partnerships with local law enforcement.

Security Dads, Beech Grove City, Indiana

Fathers at Beech Grove City Schools in Indiana provide a visible male parental presence at school-sponsored sporting events, dances, skating parties, and other student-based activities. The *"Security Dads"* ensure proper behavior, evict troublemakers when necessary, and generally keep the peace. Fathers were recruited through a variety of means including requests made at parent meetings, student referrals, and home visits. As a result of this effort, parental involvement in school and children's activities has increased and student behavior at events has improved.

Mount Vernon High School PTA Reinvents Itself, Alexandria, Virginia

When Coleman Harris became president of the Mount Vernon High School PTA in 1994, the same 8 to 20 people attended the monthly meetings. To increase interest in children's learning at the school, Harris worked with the school administration and the community. They developed mission statements both for the school and the Parent-Teacher-Student Association (PTSA). And the PTSA succeeded in enlisting 100 percent of the teachers, who then brought students and parents on board.

Perhaps the most effective action for increasing involvement at the school was to change the structure of the PTSA itself. *"Parents want to be involved in the area of the school where their son or daughter is most active or directly involved...so we reorganized to establish one Parent Council for each grade. We also organized Community Resource Teams, composed of parents and non-parent citizens, to support all academic programs at the school."* With so many community supporters, the PTSA now sends its newsletter to local community members as well as to parents.

To keep the community aware of the importance of educational accomplishments, the local McDonald's, in partnership with the school, exhibits photos of the school's honor roll students, varsity team athletes and successful graduates in display cases in the restaurant.

ENCOURAGE PARENT AND FAMILY INVOLVEMENT

- Get involved with your child's school and teachers. Find out whether the school is setting high enough academic standards for your child, and whether the school is offering your child the educational opportunities he or she needs to meet the highest standards available in other schools and states. Get together with other families, teachers, community groups, school district staff, and the school's principal to begin to make improvements in your child's school.

- Studies show that academic achievement drops sharply for children who watch more than two hours of TV a day. Help children select the right program for their age. Contact your TV manufacturer to determine the availability of a V-chip which can block out certain programming.

Television Guide for Parents, Michigan

Parents in Michigan are encouraged to monitor their children's TV viewing thanks to Continental Cablevision's "Better Viewing," a family guide to television. The guide provides entertaining activities and informative articles on how to use TV to stimulate learning. It also recommends shows to record on VCRs so parents may develop a home library of good programs.

HELP AMERICA BECOME A READING, LITERATE SOCIETY

- Set 30 minutes aside every night to read to or with children. Read with children or grandchildren in a way that actively involves them. Be sure your children or grandchildren see you read and write. Dads and granddads can be especially important reading role models for their boys.

- Take children to the library to get a library card. Visit the library at least once a week and allow children time to select their own books. Share a good book with a teenager.

- Begin reading to your child early. Not only can you help establish the reading habit, but research shows early reading helps reduce the negative effects of learning disabilities.

BEST COPY AVAILABLE

REACH FOR NEW LEVELS OF EXCELLENCE: ACHIEVE HIGH STANDARDS AND REAL ACCOUNTABILITY

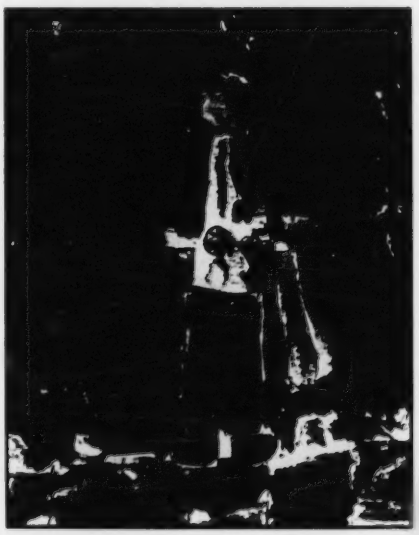
Student Assignment Book

To support students in their learning outside of school, the National Catholic Educational Association developed a student assignment book with helpful hints on how to study and do homework. Parents check and sign their child's homework each day and keep a record of it in the book. Another feature of this book is space for a weekly written dialogue between the parent and teacher about the child's progress.

Teachers and principals encourage the parents to use this space as soon as they have any question about their child's work or anticipate a potential difficulty that impedes learning. Most often, these written dialogues lead to three-way conferences among parents, student and teachers to help the child. In the 1995-96 school year, 30,000 students and parents nationwide used the book.

- Make sure your children enroll in challenging courses. Encourage high school students to take advanced placement courses or advanced technology and tech-prep courses. Be as involved as you can in your children's education each and every day.

- Set high standards for your children's course work; encourage them to study hard and participate in enrichment activities beyond the regular school day.



"A Clean up Club"
Katherine Leila Norton, Rochester, MN

MAKE TECHNOLOGY AVAILABLE SO ALL CHILDREN WILL SUCCEED IN THE 21st CENTURY

- Explore options for the use of technology in the schools and in the home, such as take-home personal computers from schools and libraries. Encourage your school to provide access to the computer lab after school and on weekends.

- Develop a technology plan for your school that explores how technology can support students, teachers, and administrators. Talk with local cable, telecommunications, and wireless companies about ways to improve technical facilities at your local school, including telephones in the classrooms, e-mail linkages across the building, and free or low cost modem access between school and home.

PREPARE YOUNG PEOPLE FOR CAREERS: A STRONG TRANSITION FROM SCHOOL TO WORK

- Encourage your child to explore potential career fields, and learn about the skills and education needed to enter those fields. Expose your children to a wide variety of career possibilities through contacts with teachers, friends, employers, and career counselors. Take your children to work. Participate in your child's learning and urge them to take advantage of school-to-work opportunities in your area.

Oakland Health and Bioscience Academy Magnet School

Parents and students participate in decision making at the Oakland Health and Bioscience Academy where the emerging needs of health- and science-related industries and current local job market trends structure the curriculum. The Academy is a school-within-a-school magnet program that is open to all students in the district. During their intensive three or four years of study, Academy students spend up to 80 percent of their day in integrated academic and lab classes. In related worksite learning experiences, they volunteer and do job shadowing, career exploration, clinical rotations, summer and senior year internships, and career portfolios. Recent evaluations showed that the Academy students achieve substantially higher grade point averages and rates of graduation, attendance, and college admission than other students at Oakland high schools. Business partners of the Academy, which also collaborate with teachers on the curriculum, include Kaiser Permanente, all the local hospitals, Johnson and Johnson, IBM, and the Berkeley Repertory.

MAKE COLLEGE MORE ACCESSIBLE: KEEP THE PROMISE OF THE AMERICAN DREAM

- Find out whether the high schools in your district offer challenging classes that are recommended for college-bound students and tech-prep or school-to-work programs. If the schools do not offer challenging courses in all core subject areas and critical occupational areas or advanced placement courses, contact the school board and ask for such courses.

- Think ahead about preparing your children and grandchildren for college academically and financially. Work with colleges and universities to run family and school workshops on topics such as the courses recommended for college-bound students and new financial aid proposals to make college more accessible.

"Everyone Could Have the Freedom to be Themselves"
Unique R. Dancy, Akron, OH

A RESOURCE FOR PARENTS TO PLAN FOR COLLEGE

The U.S. Department of Education recently released the 1996-97 edition of Preparing Your Child for College: A Resource Book for Parents. This edition of the workbook provides up-to-date information on college costs and student financial aid, as well as expanded sections on the academic preparation recommended for college-bound students, strategies for keeping college costs down, and information on other sources of college planning information. It is especially suited for parents and grandparents with children in middle and high school, and even in the late elementary grades. Free copies can be requested by calling *1-800-USA-LEARN.*

WAYS FOR SCHOOLS TO INVOLVE FAMILIES AND THE COMMUNITY IN CHILDREN'S LEARNING

Schools in community after community are aggressively working to meet the challenges in and around them. They are reaching out to families, businesses, colleges and the community and using effective innovations to meet these challenges. Listed below are examples of how schools can and are addressing the seven action areas Americans have defined as important.

MAKE SCHOOLS SAFE, DISCIPLINED AND DRUG-FREE: A PRECONDITION FOR LEARNING

- Work with families, community members, and law enforcement to take aggressive actions, when necessary, to ensure an orderly and safe environment. Some schools are adopting the use of uniforms to encourage school spirit and stem assaults over expensive clothing or gang apparel. Others are training their staff to prevent violence through family and community engagement and conflict resolution. Still others are bringing diverse student populations together through participation in the arts and teaching character education and citizenship.

- Set standards of behavior and clear expectations for children and students. Talk about how school rules support the rights of all students to attend schools that are free of violence and substance abuse. Respond clearly and consistently to people who are intoxicated, abusive, aggressive, or hostile. Develop an honor code for behavior in school. Make sure all families have a copy of the school's discipline code and urge them to read it.

- Help plan and participate in school and community alcohol-and drug-free activities, including weekend dances and social events, holiday celebrations, proms, and graduation parties. Work with community organizations and youth groups to sponsor after-school and summer learning activities, sports and cultural events.

"Parents are partners in their children's success at school and in life. Children with concerned parents learn more quickly, enjoy school more and achieve more than children who lack that support and care."

Joan Dykstra
President, National PTA

School Uniform Policy, Long Beach, California

In 1994, the Long Beach, California, School District implemented a mandatory school uniform policy for nearly 60,000 elementary and middle school students. District officials found that in the year following implementation of the policy, overall crime decreased 36 percent, fights decreased 51 percent, sex offenses decreased 74 percent, weapons offenses decreased 50 percent, assault and battery offenses decreased 34 percent, and vandalism decreased 18 percent.

"Kid Peace"
Justin Taylor, Parkersburgh, PA.

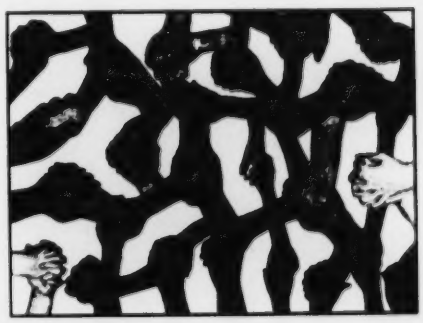
ENCOURAGE PARENT AND FAMILY INVOLVEMENT

- Be family-friendly! Review school policies, newsletters, and correspondence for education jargon that parents might not readily understand. Open your doors to parents, community members and businesses as part of ***America Goes Back To School: Get Involved!***
- Reach out to families and talk regularly before any problems happen. Use newsletters, voice mail, cable TV, home visits, and new technologies to keep parents and teachers informed of school activities of mutual interest.
- Encourage family involvement in teaching and learning the basics and raising standards. Let families know what they can do at home to help. Use interesting, real-life, community settings to stimulate learning.

Travis Middle School, McAllen, Texas

Travis Middle School, a Texas and National Blue Ribbon school and a Working Mothers Magazine 1996 Golden Apple Award winner, is a predominantly low-income and Mexican-American community, with more than half of the students considered limited English proficient. Thanks to a group of dedicated teachers and parents and a lot of help from the community, such as a grant from Southwestern Bell, Travis has made great strides in improving parental involvement in the school. The Texas Education Agency for Campus Deregulation and Restructuring has helped train teachers and parents on ways they can work better with each other. Along with three elementary schools that feed into Travis, the school has formed an Alliance School Network with Valley Interfaith and St. Joseph's Catholic Church. This alliance helps schools and parents communicate better, has coordinated curriculum and helps make the transition from elementary to middle school easier for students.

"Harmony"
Mary-Hall H. Dale, Columbus, MS



Camp LeJeune Marine Base Elementary Turns Off the TV, Turns On to Reading

The teachers and principal of Berkeley Manor Elementary School at the Camp LeJeune Marine Corps Base mail families a letter each year to encourage them to unplug the TV and turn on to family literacy:

Dear Parents,

Please help us celebrate Berkeley Unplugged for National Family Reading Week. Instead of watching reruns on television or playing Nintendo, let's pull the plug and sit down and read together! In honor of National Family Reading Week there will be a display featuring our students' favorite books outside the library. In addition, Dr. Brooks and Ms. Ellen will have a list of recommended titles and authors available for interested parents. Please remember that parents may borrow books from the Berkeley Manor library throughout the school year.

We also invite you to come to school to share the joy of reading with your child. Bring an old favorite or surprise us with something new and settle down to end the school week by reading together. If you can participate, please sign the slip below and return it to your child's classroom teacher.

HELP AMERICA BECOME A READING, LITERATE SOCIETY

- Rigorously teach reading and writing skills and the core academic subjects. Compare your reading curriculum and materials to those of the most successful schools and best state standards. Give families ideas of things they can do at home to help children become better readers.

- Encourage educators to work together to teach reading and writing across all the subjects, teach new vocabulary words and use technology to engage students in challenging reading and writing activities. Offer extended learning-time opportunities for students after school and in the summer to learn reading and other basic skills.

- Recruit and organize reading tutors from community groups. Offer a reading challenge to students to read at least 30 minutes each day or a specific number of books in one month. Sponsor a sign-up day for public library cards at the school. Join the **READ*WRITE*NOW!** campaign–call ***1-800-USA-LEARN.***

REACH FOR NEW LEVELS OF EXCELLENCE: ACHIEVE HIGH STANDARDS AND REAL ACCOUNTABILITY

- Work with parents, teachers, businesses and local colleges to identify the types of skills and knowledge needed by your students. Compare your standards against the best schools, your state's standards and voluntary national standards. Involve the whole community in the attempt to raise standards of promotion, graduation, and improved content in core subjects. Report on progress to the parents and community.

- Bring in employers and college personnel to give students a first hand understanding of the high-level skills and work habits needed and take small groups of students to work sites and colleges.

"Helping Hands"
Darren Hauck, Wauwatosa, WI

Developing Local Standards In Windsor, Colorado

As part of its local reform plan, Windsor, Colorado, is using a Goals 2000 grant to develop standards and assessments with maximum community involvement so that teachers, administrators, parents and community members will understand and be able to implement new academic standards. In order to ensure that parents and community members were as involved in the development of academic standards as educators, the community created a standards development committee made up of parents and community representatives who worked independently to develop a set of priorities for academic standards. Teachers were then able to draw upon the work of parents and community members throughout their entire standards and implementation process. All of the district's staff and 100 community members (of this town of 6,000) participated in developing final academic standards in language arts, math, science and social studies.

MAKE TECHNOLOGY AVAILABLE SO ALL CHILDREN WILL SUCCEED IN THE 21st CENTURY

Lynndale Elementary Links School, Families, and the Community, Seattle, Washington

Lynndale Elementary School takes advantage of technology to link the school to families and the community. Each staff member has an individual voice mail number. Parents may call a teacher's voice mail to learn about homework assignments and classroom events, or to leave a message for the teacher. A Parent/Staff Technology Planning Team generates ideas for networking, fund raising, software and equipment purchases, and possible home-school connections. Family Computer Lab invites parents and students to explore computers together during late afternoon or evening hours. This lab is designed to provide opportunities to families of Title I funded students or students who do not have computers at home. Volunteers assist students in developing presentations and in producing student-designed books and videos using computers, CD-ROM, and video cameras.

- Allow time for technology-literate teachers to help colleagues. Invite families to visit classrooms while students are using the computers. Offer Saturday family and senior citizen computer classes taught by students and teachers.

- Set up a school-based communications network to share information about useful software for teachers, and send home ideas for family-student learning through school-to-home modem access. Set up a computer lending library so families can borrow computers and software. Ask parents who are computer literate to work with families and students who want to learn more about technology.

- Get your school, district, or state involved in NetDay96, a nationwide effort to connect all classrooms to the Internet. Modeled on the successful California NetDay, during every weekend in October volunteers from the community will help hard-wire classrooms around the country. You can become a part of this effort by contacting the following address: 2601 Mariposa St., San Francisco, CA 94110-1400, (415) 553-2311, netday@kqed.org, http://www.netday96.com/

- Build bridges with State Public Utility Commissioners to make sure schools and libraries have free access to telecommunications.

"I Would Give the World Fresh Air, Puppies and Love"
Mikey Stevens, Germantown, TN

Technology Unlocks the World of Learning in West Virginia

Michael Smith is a first grader at T.A. Lowery Elementary School in Charles Town, West Virginia. Due to oxygen deprivation at birth, Michael is unable to sit, stand, or walk. However, with the help of assistive technology, Michael is the first child with multiple disabilities to be fully included in a regular first grade classroom in his school system. He participates with his peers in class by using an "Intellikeys" keyboard to access a personal computer, and uses an adapted chair to sit with his classmates at the reading table. According to Michael's mother, *"Assistive technology has unlocked my son's intellect. It has allowed him to express himself–not only to me, but to the rest of the world. I can only imagine the possibilities for his future."*

PREPARE YOUNG PEOPLE FOR CAREERS: A STRONG TRANSITION FROM SCHOOL TO WORK

- Integrate hands-on learning with rigorous academics. Join forces with employers and cultural and community organizations and discover how you can work together. Encourage teachers to do an internship with a business during the summer. Relate what you are teaching to today's and tomorrow's world of work.

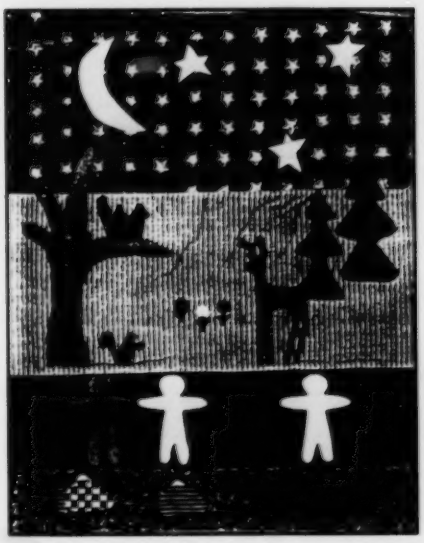
- Develop and maintain ways to keep students informed about a wide range of career and educational opportunities. Link with employers and community colleges to provide student work-study opportunities and apprenticeships tied to rigorous academic and occupational skills. Assist students, including students with disabilities, in developing personalized plans to reach their goals.

MAKE COLLEGE MORE ACCESSIBLE: KEEP THE PROMISE OF THE AMERICAN DREAM

- Offer college-prep, technical classes, and challenging course work to all students. Be sure all students and their families know about these courses in time to plan their academic programs, and build local partnerships with colleges, community colleges, universities, and businesses.

- Provide new opportunities for students and families, starting in middle school, to learn about the connection between taking rigorous academic, advanced placement and Tech Prep courses with college acceptance and career options.

"Harmony"
Daniel Brouillette, Sioux City, IA



WAYS FOR COMMUNITY AND CULTURAL GROUPS, COLLEGES, LIBRARIES, THE ARMED FORCES, AND RELIGIOUS ORGANIZATIONS TO GET INVOLVED

"If schools are operating at maximum efficiency, they are responsible for about 40 to 50 percent of what a child learns. The other 50 to 60 percent of learning comes from the family and the community. Without close articulation of and involvement with the family and larger community, schools will ultimately fail."

Ted Sanders
President, Southern Illinois University

Community, cultural, and religious groups, libraries, members of law enforcement and the armed services, and colleges and universities offer a wealth of talent and support for better schools. These community assets can be instrumental in addressing issues facing educators. On the following pages are some ideas of how groups can solve the seven issues most troublesome to our education system.

"Just Open Your Eyes And See that People are Like Flowers. They Are all Different and They are all Beautiful"
Kestral Leigh Grapes Michaud, Irwin, PA.

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TWO COMMUNITIES FIGHT VIOLENCE

Squash It! Campaign Targets Youth Violence in Kansas City

The Squash It! Campaign is focused on decreasing youth violence by promoting a social norm that says "it's cool and smart to walk away" from potentially violent confrontations. Part of a larger national movement, the Kansas City campaign uses a combination of approaches to address this goal: public awareness, youth ownership, and positive alternatives.

Public awareness of this anti-violence campaign develops through visibility: Billboards, newspaper boxes, media, youth-generated public service announcements, presentations, bus signs, and posters are all used to get the message out. Local youth also become familiar with the Squash It! message through their favorite television programs such as Beverly Hills 90210, Family Matters, ER, MTV, and others, where the national campaign focuses its outreach efforts.

To develop youth ownership for Squash It!, local youth tailor the message and deliver it to their peers at a Squash It! dance, a one-week roll-out of the message at schools, and at a citywide anti-violence march. Youth have also gained a voice in the adult community through a citywide music contest, essay contest, and summer celebration.

Squash It! brings to Kansas City a tool that enables youth to become stakeholders in the solutions to youth violence. To be effective, the campaign must work in conjunction with other efforts, for example, creating safe places to go, involving caring adults in the lives of youth, and making employment opportunities more accessible to youth. This is a whole community effort.

Los Cenzontles, San Pablo, CA

Los Cenzontles, a vibrant teen folk chorus in San Pablo, CA was formed in response to the rape and stabbing of a 15-year-old girl who was taking a shortcut home through a schoolyard. The tragedy spurred two community members, Eugene Rodriguez and Alicia Marines, to establish an arts community center and performing group to "give teenagers alternative activities and to create a safe environment in the heart of the community." Los Cenzontles, a group of 12- to 19-year-old musicians have released their first solo CD following on the heels of a 1996 Grammy nomination for a children's music recording the group made with the rock group Los Lobos.

Los Cenzontles chorus is just one of the activities at the arts center, which opened as an after-school program in the San Pablo Civic Center. Operating costs are covered largely by proceeds from benefits, performances and small grants. Some 230 students now take classes in Mexican music, dance, cooking and painting. The community recognizes that in an environment permeated by gangs, you just can't tell a young person, "Don't join a gang." You have to create an attractive alternative.

- Conduct conflict resolution workshops that teach children how to respond without violence when someone is bothering them. Work with students on an anti-violence campaign.

- Help create safe corridors for children on their way to and from school by extending your place of business beyond your doors. The police can work with businesses, community organizations, cultural institutions, parents, and schools to design and implement patrols that bring trained safety officers into and around schools when necessary and create safe spaces.

- Encourage your local paper to cover positive stories about youth activities and accomplishments. Highlight youth, school, and community efforts that have taken on violence, drug, alcohol, and gang issues. Create alternative activities to gangs such as performing arts opportunities in music, dance and theater, and sports and community service opportunities.

ENCOURAGE PARENT AND FAMILY INVOLVEMENT

- Sponsor "Family Math" or "Family Science" programs or events where community members and business people talk about math and science in their careers and lead hands-on activities.

- Provide tutors or mentors for students during the school day and after school. Start or expand adult literacy training in core subjects. Donate telephones, voice-mail systems, and personnel to begin a community homework hotline to keep parents informed and help children with homework.

- Offer leave time to employees to volunteer in schools, encourage parents to participate in parent-teacher conferences, join the PTA, and provide parent resource centers.

School-Family-Community Partnership Takes the Army's Lead

The Killeen, Texas, Independent School District, in partnership with the local Chamber of Commerce and the U.S. Army, offers regularly scheduled parent/teacher conferences. Local employers, including commanders at Ft. Hood and the school district itself, give parents leave time to visit their child's school and meet with their child's teacher.

Initially, Ft. Hood and the Killeen District piloted a parent involvement program in one school on the military post. The Post Commander considered it a soldier's duty to attend a parent/teacher conference twice every six weeks. In the Commanding General's directive he noted, "Parental involvement does make a difference in a child's education and has lasting effects on his or her future." Parents learn about their child's progress, share concerns with their child's teacher, and hear positive comments about their child during these 20-30 minute conferences.

Data from the 1994 pilot year indicated great gains in student achievement. As a result, the local Chamber of Commerce endorsed the plan to expand the program beyond Army families. Today, the program is districtwide, benefiting both military and non-military families.

HELP AMERICA BECOME A READING, LITERATE SOCIETY

- Help set a summer reading and literacy goal for your community – to read and write 30 minutes a day, five days a week. Reward participants for meeting reading goals with special books from the library, a favorite kid's magazine, or a paperback book for work well done.

- Start community **READ*WRITE*NOW!** programs. Obtain volunteers who can meet with children at least once a week for one-half hour to read and write together. Provide tutors or mentors for students during the school day and after school. Start or expand adult literacy training and family literacy programs.

Parent Reading Program, Houston Public Library, Texas

The Parent Reading Program of the Houston Public Library is a community-based family literacy program which was developed and refined by the Houston Public Library with federal library and Title I grant monies. The program is an eight week course for parents and preschool children. Classes meet twice a week, for one hour at a time. Adults meet in one class with the teachers, while children meet in a story hour with children's librarians. Presently supported by the Houston Area Booksellers Association and the Houston Chronicle, the Parent Reading Program changes families' attitudes about libraries.

REACH FOR NEW LEVELS OF EXCELLENCE: ACHIEVE HIGH STANDARDS AND REAL ACCOUNTABILITY

- Sponsor community discussion groups to talk about high standards for student achievement to enter college and be employed in today's and tomorrow's jobs. Work with schools to develop clear, high standards of achievement for all students – those going directly to college and those in occupational or tech-prep courses preparing for careers. Make sure students have access to high-level instruction in all the core subjects – English, math, science, the arts, civics, geography, history, economics, and foreign languages – and in key occupational areas.

BEST COPY AVAILABLE

• Convene an assembly, discussion group or after school program to tell personal stories to students about how *"Going the Extra Mile Made a Difference in My Life."* These stories should reinforce the real benefits of having high standards that require discipline, extra effort, dedicated study, and persistence.

Art for Science's Sake, Fairbanks, Alaska

Denali Elementary School in Fairbanks, Alaska, is involved in a unique collaboration where the arts and science merge to enhance learning. With support from the Alaska State Council for the Arts, the Fairbanks Arts Association, the Fairbanks School District, and the Parent Teacher Association, Ellen Harney and Vivian Ursula--artists from Visual Enterprises--work with teachers to support Denali's science-oriented curriculum in the third and fifth grades. The artists and school staff design an arts project that enhances the curriculum currently planned for students. One year, when the curriculum was devoted to dinosaurs, the artists helped students create a dinosaur sculpture that the students could test over time for its ability to withstand the effects of harsh weather. Students are now documenting the structure's integrity to identify the strengths and weaknesses of the design.

Academic Boosters, Fredericksburg, Texas

The Fredericksburg Academic Boosters grew out of a Goals 2000 town meeting where the community discussed ways to improve education. The Boosters, mostly parents and community members, hold monthly meetings to discuss ways to motivate students toward academic excellence. Some members assist in classrooms, and some help with special activities such as a history display, an art show, geography and spelling bees, math contests, writers' contests, citizenship of the month, scholarships and mentoring for students at risk. The Boosters also work with the Chamber of Commerce and other community groups.

MAKE TECHNOLOGY AVAILABLE SO ALL CHILDREN WILL SUCCEED IN THE 21st CENTURY

- Establish computer labs in neighborhood centers. Work with local community colleges or technical schools to offer professional development opportunities for teachers using online materials and online discussions. Offer family classes on computing. Encourage students, families and teachers to access the World Wide Web through the local library or via online services at home, and build relationships with pen pals in other communities or countries.

- Explore ways that technology can be used to enhance learning for students with disabilities, limited English proficiency, and other special needs.

The Arts On-Line with ArtsEdge, Kennedy Center for the Performing Arts

ArtsEdge is the national arts information network. This site (http://artsedge.kennedy-center.org) set up by the Kennedy Center for the Performing Arts in the nation's capital with support from the U.S. Department of Education and the National Endowment for the Arts, provides teachers throughout the nation with a broad base of tools and resources that help them ensure that the arts are central to every child's education. ArtsEdge provides primary source materials to students and teachers who otherwise would have limited access to the performing arts. The network provides a communications hub for educators to share information on teaching the arts, as well as ways to use art as an enhancement in presenting other subjects.

PREPARE YOUNG PEOPLE FOR CAREERS: A STRONG TRANSITION FROM SCHOOL TO WORK

- Organize a wide range of work-study, internship and apprenticeship opportunities available to high school and college students in your community. Offer a career resource directory of extracurricular programs, internships, and activities available for youth and college students.

- Inform high school students about the wide range of occupational and technical programs that are available in your community's schools and colleges. Establish programs in which work-based learning and service learning counts as credits for graduation.

MAKE COLLEGE MORE ACCESSIBLE: KEEP THE PROMISE OF THE AMERICAN DREAM

Learn and Serve America, Harcum College, Pennsylvania

Learn and Serve America, a grants program administered by the Corporation for National Service, supports school- and community-based service-learning programs. One grant has gone to Harcum College to train inner-city parents to be volunteer tutors in their children's classrooms. These nontraditional students matriculate into Harcum College's Early Childhood Education Program and receive 12 college credits in exchange for volunteering. The tutors have already provided 480 at-risk children with more than 6,000 hours of individual tutoring, with a primary focus on improving children's reading skills.

- Inform middle- and high-school students, teachers, and parents which courses are needed to get into college and which are needed for the various associate degrees and four-year college majors. Be sure all students, including those with disabilities, realize college is an attainable goal. Help parents and grandparents learn about financial aid and show them how they can save for college.

- Share with teachers, parents, and students the types of skills and work habits needed to be successful in college. Explain how taking advanced placement courses and/or tech-prep in high school is a great advantage when entering college.

- Sponsor college visits for students and their families. Many students and parents have never been exposed to the academic side of a college campus and are not familiar with college programs.

- Volunteer to help local high school students learn about different college programs and the college application process; help them to fill out applications and financial aid forms. Counselors in many high schools do not have the time to provide one-on-one college counseling and guidance to each student.

The Community Club, Washington, D.C.

To help students graduate from high school, The Community Club, an all-volunteer program housed at the New York Avenue Presbyterian Church in Washington, D.C., offers a weekly, one-hour individualized study hall. Students are matched with volunteer tutors who help with homework, remedial education work, and college preparation work. The Community Club sponsors workshops on the college application process, including the financial aid application process. In addition, high school students who maintain a 2.5 grade point average and who attend 80 percent of the study hall sessions, are eligible for the Stay-in-School Scholarship, a small stipend to help with current expenses. The scholarship was established so that students could make their studies a high priority instead of taking part-time jobs after school. When students graduate from the Community Club they receive a small scholarship for each year they attend college.

WAYS FOR EMPLOYERS TO GET INVOLVED IN CHILDREN'S LEARNING

Business involvement in improving education at all levels is very important. As current employers of parents and community members, as a future source of employment for current students, and as good corporate citizens in their community, businesses can help make education better. The following are examples of how employers can work on the seven issues cited as concerns of the American public.

MAKE SCHOOLS SAFE, DISCIPLINED AND DRUG-FREE: A PRECONDITION FOR LEARNING

- Support performing arts, athletics, academic clubs, museum outings and other positive activities for children both in and beyond the traditional school day. Ensure that children with disabilities, limited English proficiency and other special needs can access your programs.

- Share team building, negotiation and communication strategies that deal with conflict resolution.

"Children are our future and to assure a solid future for them it is imperative that we, as parents and members of our respective communities, become actively involved in our children's education. By doing this, we will prepare the children of America to be successful and competitive in a growing international marketplace."

Bo Jackson
Actor/Businessman/
Heisman Trophy Winner 1985

John Hancock Financial Services Sponsors Kids-to-Go, Boston, Massachusetts

What happens to children when school is closed but the workplace isn't? Since 1990, John Hancock's Kids-to-Go program has provided day-long supervised activities for employees' school-aged children (6-14) during school holidays. The daily cost per child is $20, although scholarships of $10 per day are available to employees' whose income does not exceed $30,000. Children bring their lunch. With enrollment based on a first come, first served basis, as many as 50 children can participate each day. The children's activities are staffed by child care professionals, and vary by season and by the ages of the children. Activities have included roller skating and bowling, harbor cruises, visits to local museums and zoos, Red Sox games, and movies and shows. Children who participate in the program are covered under the company's umbrella insurance policy.

ENCOURAGE PARENT AND FAMILY INVOLVEMENT

Southern California Edison Helps East Los Angeles Parents

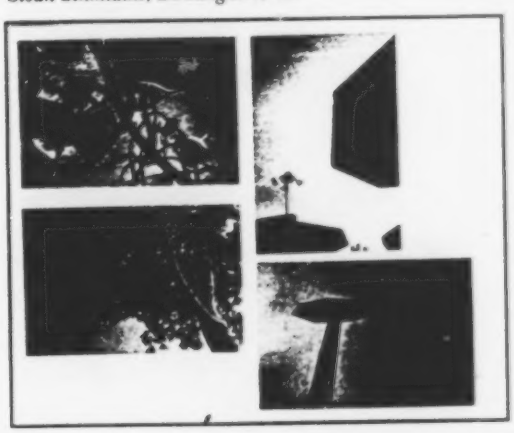
Southern California Edison (SCE) is making an investment in its local community. SCE understands that children's first teachers are their parents. And if they reach into the family with help and support, they will help to increase student success in school. The company supports the Parent Institute for Quality Education, which has helped to train more than 7500 parents from the East Los Angeles community to participate actively in their children's education.

- Sign the Employers' Promise for Learning. Small and large employers are pledging to help improve education and be family-friendly for learning. Call **1-800-USA-LEARN** for more information. Businesses are offering leave and/or flex time for employees and family members to volunteer in school or participate in school activities.

- Help a school establish a parent resource center or provide information through the workplace.

- Support programs in the community that help educate parents and other caring adults on how they can participate in helping children learn. The 1996 National Education Summit policy statement crafted by CEOs and governors pledges the support of employers to "adopt policies to support parental involvement in their children's education and in improving their schools."

"Just Open Your Eyes and See . . . Through an Ant's Eyes"
Sloan Schmidtke, Birmingham, AL



Parents, Industry, Educators Cooperating for Educational Success in Catawba County, North Carolina

Helping parents meet their children's education needs has been the business of Project PIECES "Parents, Industry, Educators Cooperating for Educational Success" since 1987. This innovative program takes school counselors to the worksite where parents can review report cards, teachers' comments, and learn about financial planning for college and tech prep.

Albert Gaither, president of Ridgeview, Inc. which runs the project, observed that the program is good business for his company: "Happier parents make better employees." One counselor observed, "Fathers love it! Participation among fathers has soared! For divorced fathers who don't have custody, these counseling visits might be the first time the father has seen a child's report card." Another result of the parent/counselor relationships is the disappearance of truancy among those students whose parents participate.

Ridgeview, Inc., and Neuville Industries won the 1996 Working Mothers Magazine Golden Apple Award for employer practices that enhance family involvement in children's learning.

HELP AMERICA BECOME A READING, LITERATE SOCIETY

- Encourage your employees to read and write with their children and grandchildren every night or volunteer to be a tutor. Provide copies of **READ*WRITE*NOW!** kits for employees, by obtaining them from the U.S. Department of Education at **1-800-USA-LEARN** or co-publishing them with your business's logo on them. The **READ*WRITE*NOW!** program enhances children's basic skills as well as their enjoyment of reading by encouraging children to read daily and providing activities that can be completed with an older reading partner.

- Identify schools and community organizations that can provide extra help before and after school in reading for employees' children and grandchildren, and for adults to learn to read and write better. Help promote adult and family literacy.

"I support the United States Department of Education's efforts, America Goes Back to School. I encourage all parents to get involved with their children's education."

Cal Ripkin, Jr., 1995
Baltimore Orioles
American League

READ*WRITE*NOW! in Fox Cities, Wisconsin

Children read all summer long and beyond thanks to the Fox Cities Alliance for Education, an initiative of the Fox Cities Chamber of Commerce and Industry located in Appleton, Wisconsin. Local employers rallied around local schools to promote **READ*WRITE*NOW!**, a reading and writing program of the Partnership for Family Involvement in Education. Fox Cities employers and employees developed a plan for partners to read to students during the summer and to extend the program into the school year. Employers also donated paper and supplies and reproduced the printed materials for the program at no cost.
More than 1500 reading kits were distributed to students in the Fox Cities area last summer. Fox Cities is participating in **READ*WRITE*NOW!** again in summer 1996. This year they plan to undertake an evaluation of the effects of the program on children's reading.

OMAHA 2000, Nebraska

OMAHA 2000 is a local voluntary organization established in 1991 whose mission is to serve as a catalyst to facilitate the changes necessary to meet the national education goals in a planned and purposeful way with measured results. Each December, OMAHA 2000 issues a Community Progress Report. Each of the goal areas is evaluated and assigned a grade based on the progress or lack of progress in that area. The entire report is printed in a full page ad in the Omaha World-Herald and distributed to over 225,000 households. According to John Gottschalk, chairman of OMAHA 2000 and publisher of the Omaha World-Herald, "the Progress Report...gives the community the opportunity to reflect on the progress and on the work yet to be done."

REACH FOR NEW LEVELS OF EXCELLENCE: ACHIEVE HIGH STANDARDS AND REAL ACCOUNTABILITY

- Assist in school improvement efforts. Provide apprenticeship and internship opportunities for students geared to high academic and occupational standards.

- Encourage part-time student employees to attend school every day and to study hard. Ask to see transcripts and diplomas when high school graduates apply for jobs, and call teachers or principals to get job references. This will send students the message that achievement in school counts in the working world.

- Work with other employers and local schools and parents to help define what skills, knowledge, and work habits are needed and help schools and parents make the needed changes in their schools to keep up to date with changing education and workforce demands.

MAKE TECHNOLOGY AVAILABLE SO ALL CHILDREN WILL SUCCEED IN THE 21st CENTURY

Launching into Cyberspace: NetDay96

Everybody from construction workers to President Clinton and Vice President Gore drilled holes and pulled cables to launch California schools into cyberspace. Over 17,000 volunteers turned out for NetDay96, a grass-roots technology effort to link a minimum of five classrooms to the Internet. Juan Herrera, an engineer at San Diego-based Qualcomm Incorporated, found out about NetDay through an e-mail. Herrera focused his company's efforts on National City Middle School, an inner city school in San Diego County. Many of the parents of the children who attend the school cannot afford computers at home, and the students depend on schools to learn the new technology that will give their futures a boost. Herrera was able to convince Qualcomm management that they should wire not 5 classrooms but 50 classrooms, effectively wiring the entire school. Qualcomm supplied fiber optic cable, engineers and technical know-how in the preparation of wiring schematics. President Clinton described NetDay "a modern version of an old-fashioned barn raising" because of the event's many volunteers. "All of us are here today because we know, purely and simply, that every single child must have access to a computer, must understand it, must have access to good software and good teachers and, yes, to the Internet," Clinton told a cheering crowd of students, teachers and NetDay volunteers in Northern California.

"Sharing a Book"
Jamie King, Meridian, MS

- Establish computer donation and computer upgrading programs for schools and families. Assist schools directly by supplying used, no-cost, or low-cost computers and software, modems, and training and support to help teachers use technology in the classroom.

- Act as an on-line mentor to students, parents, teachers, and community members who are exploring the best ways to use new technology for learning. If you use the Internet, help teachers learn how they and their students can also use it. Contact the National Tech Corps for volunteers in your community who are working with schools.

- Assist your school in becoming wired for the 21st century.

The Department of Defense Helps Give Schools a Free Ride on the Information Highway

Department of Defense agencies may donate excess computer hardware and software to state-accredited public and private elementary and secondary schools. These kinds of gifts make principals very happy. "We're very excited about it because our goal is to make our students computer literate," exclaimed Principal Brenda Bowden of Fort Belvoir's Cheney Elementary School. A donation of more than a dozen used computers from the Virginia-based Defense Mapping School and Defense System Management College helped put at least one computer in every classroom at Cheney.

The U.S. Army Center for Public Works, a partner with Mount Vernon High School in Alexandria, Virginia, also transferred almost 25 pallets of computer equipment, including printers. "This equipment allows us to work toward meeting our goal of giving students daily access to technology," noted Robert Sanders, technology coordinator at Mount Vernon.

Schools interested in finding out what equipment is available should start with the Property Book Officer (PBO) of a military installation in the same state as the school.

PREPARE YOUNG PEOPLE FOR CAREERS: A STRONG TRANSITION FROM SCHOOL TO WORK

- Share with the school and community the skills that are needed for today's and tomorrow's jobs, and work with schools to help students learn those skills. Offer work-study opportunities for students and summer internship opportunities for teachers.

- Contact the high schools in your area to see if there is a school-to-work or tech prep program available. If a program exists, offer to participate by providing work-based learning experiences, apprenticeships, internships, work study, training and mentoring for students. If no program exists, start one by working with other employers, high schools, and community colleges.

- Encourage your employees to volunteer at school to demonstrate what they do. Set up a program where students can shadow employees to learn about their jobs. Employees can help teachers through guest lectures and interesting classroom activities.

MAKE COLLEGE MORE ACCESSIBLE: KEEP THE PROMISE OF THE AMERICAN DREAM

- Volunteer to visit a school and talk to students about the importance of life-long learning. Discuss the connection between the skills and knowledge you gained in high school and college, and the skills and knowledge that you use each day at work. Sponsor shadowing programs, internships, and apprenticeships in your businesses for middle school, high school, and college students so they can learn about careers firsthand.

- If you have expertise in financial planning and are familiar with the ways that families can save money for college, volunteer to talk about various savings strategies to students and parents at an elementary school or middle school in your area. Businesses can help sponsor scholarships for those most in need.

"Now, more than ever, is the time for companies to make investments supporting the development of an educated workforce. Finances alone will not get the job done. We need to work side by side with local community organizations to provide hands-on tutoring and mentoring, which are key to a child's learning process ."

Kent C. "Oz" Nelson
UPS Chairman and CEO

GTE Corporation Helps Families Plan for College

Communications giant GTE Corporation admits to keeping its workers busy. That is why the company held a teleconference recently to teach employees and their children the ABC's of college planning. The college planning seminar gives working parents the information they might not have the time or resources to research on their own. Asking everything from how to pay for college to where to send applications, 1400 employees and their children attended the college planning seminar. GTE originated the interactive teleconference from four major plants and broadcast it live to 18 of the company's buildings across the country. The day-long seminar featured panels and experts who answered questions and gave presentations on college admissions, financial aid, and student life. Selecting a college will be easier for many families because the seminar walked them step-by-step through the process.

INNOVATIVE ACTIVITIES FROM AMERICA GOES BACK TO SCHOOL 1995

You will want to bring recognition to your local community for your ***America Goes Back to School: Get Involved!*** event. Last year many well-known participants were involved:

- Both President Bill Clinton and Vice President Al Gore traveled to classrooms and college campuses across America.
- Sesame Street's Celina and the Cookie Monster visited P.S. 166 in Queens, New York where they told stories and held a dance/movement session.
- R.L. Stine, author of the "Goose Bumps Mysteries" series, participated in an on-line event.
- Astronaut Charles Bolden, a brigadier general in the Marine Corps, went back to school with U.S. Secretary of Education Richard Riley in Greenville, South Carolina. Other astronauts who participated in the back-to-school effort included Vance Brand, Blane Hammond, Gregory Harbraugh, Jim Lovell, and Carl Meade.
- Actor Edward James Olmos visited Claremont College in California, and actress Barbara Bain read to children with U.S. Chief Economic Advisor Joe Stiglitz at Grape Elementary in Watts.
- Spiderman, his creator Stan Lee, and artist John Romita visited an elementary school in Encinitas, California to encourage students to read more.
- The National Reclaim Our Youth Crusade, an initiative of the Rev. Jesse L. Jackson, encouraged parents in 50 cities nationwide to sign a pledge promising to support their children's efforts to learn.
- Sports greats Cal Ripken, Jr. of the Baltimore Orioles, Keith Alias of the New York Giants, Olympic medalists Jeff Blatnick and Anita DeFrance, and Billy Ray Hobley of the Harlem Globetrotters supported ***America Goes Back to School.***

"As Secretary of the Navy, I have made education--and programs for expanded family participation in education--one of my top priorities. One of my favorite programs is 'America Goes Back to School: Get Involved!' I've participated in this wonderful program, and I think it's a great opportunity for Navy leaders to get personally involved in our schools. The Back To School initiative provides a chance for all of us to give an important contribution to the system that America counts on for our future leaders."

John H. Dalton
Secretary of the Navy

Last year's effort also included many effective grassroots efforts:

- Proclamations by mayors in Birmingham, Alabama; Anchorage, Alaska; Tempe, Arizona; Los Angeles, California; Washington, D.C.; Buffalo, New York; Boise, Idaho; Baltimore, Maryland; Boston, Massachusetts; Akron, Ohio; Portland, Oregon; Portsmouth, Virginia; Detroit, Michigan; and Seattle, Washington designating ***America Goes Back to School: A Place for Families and the Community*** Week in their cities.

- An ice cream social thank you party for community volunteers in Terre Haute, Indiana.

- A parade, picnic, and "back to school" night at the ballpark in New Orleans.

- Performances and workshops with the Texas Institute for Arts in Education, a collaborative representing Houston's Ballet, Symphony, Grand Opera, Theater Under the Stars, Alley Theater, and International Festival.

- Governors, mayors, and other elected officials around the country signed resolutions and proclamations in support of *America Goes Back to School.*

State Resolutions

Ask your state superintendent, state legislature, or governor to encourage family and community involvement in *America Goes Back to School: Get Involved!* events by issuing a resolution and, thereby, recognizing the importance of families, schools, communities, and employers developing partnerships to help children learn.

Local Proclamations

Ask a local official to issue a proclamation declaring an *America Goes Back to School* month in your city or community. A sample proclamation from last year's campaign follows, as well as a school board resolution. By displaying your proclamation at *America Goes Back to School* events, you'll encourage other community members to get involved.

"Autumn Rain"
Katherine Mertens, Cranford, NJ 31

PROCLAMATION

TO THE PEOPLE OF AKRON:

Whereas: September 11, 1995, will kick off America Goes Back to School: A Place for Families and the Community. This effort is to encourage all Americans to support family and community involvement in learning; and

Whereas: America Goes Back to School, is sponsored by The [Partnership for Family Involvement in Education], a coalition of more than [700] family, community, religious and education organizations dedicated to improving children's learning through the development of family-school-community partnerships, in conjunction with the U.S. Department of Education; and

Whereas: Designed to foster grassroots support for schools by inviting individuals parents, grandparents, community leaders, professionals, people skilled in vocational trades, members of the arts community, religious leaders...all Americans--to rally around their local schools and make a commitment to support education improvement throughout the year; and

Whereas: I urge the citizens of Akron to use this week as a beginning in supporting children's learning, which can make a positive difference: a win/win situation for families, schools and communities across the nation.

Now, Therefore: I, Donald L. Plusquellic, Mayor of the City of Akron, Ohio, do hereby proclaim the week of September 11, 1995, as:

"AMERICA GOES BACK TO SCHOOL
A PLACE FOR FAMILIES AND THE COMMUNITY WEEK"

In the City of Akron.

IN WITNESS WHERE OF:
I have hereunto set my hand and caused the Seal of the City of Akron, Ohio, to be affixed hereto this 10th day of August, 1995.

City of Akron Ohio
Seal

Mayor, City of Akron

Sample Resolution for a Local Board of Education

WHEREAS,

The board of education of the _____ school district, for its own part, rededicates itself to the engagement of families and the community in the life of our schools to enhance children's learning and positively influence each child.

Involving families and communities directly results in better student achievement and lower levels of safety and discipline infractions;

Involving families and schools in children's learning includes a broad range of activities and concerns to be addressed; and

Involving families and schools can enhance the morale and quality of the school environment; and it is the stated objective of the public school to prepare children for a productive role in our society; and

America Goes Back to School focuses on the theme *Get Involved!;* now,

be it resolved, that the board of education of _____ endorses the observance of *America Goes Back to School* Month as an opportunity to support the purposes and practices of family and community involvement in children's learning and encourages parents, students, teachers, employers, and all citizens to participate.

untitled
Alison R. Trump, Pittsburgh, PA

SELECTED RESOURCES

Last year's Partners' Activity Guide, "America Goes Back to School: A Place for Families and the Community," includes many innovative ideas in addition to those presented here. Call **1-800-USA-LEARN** for free copies.

1. ***Help Make Schools Safe, Disciplined and Drug-Free:*** You can seek help from local sources such as your local PTA, school board, community agencies, and police department. The Safe and Drug-Free Schools and Communities Act provides funding through the U.S. Department of Education to help schools build local partnerships to reduce violence and drug use, install metal detectors and hire security guards, and train teachers to prevent problems. The Act offers school districts the flexibility to design their own comprehensive school safety programs and coordinate them with community agencies. For information, call **202-260-3954**. The following organizations also provide assistance and information:

   Partnership for a Drug Free America
   405 Lexington Ave.
   New York, NY 10174
   212-922-1560
   1-800-624-0100

   National Clearinghouse on Alcohol and Drug Information
   P.O. Box 2345
   Rockville, MD 20852
   1-800-SAY-NO-TO

   Office of National Drug Control Policy
   Executive Office of the President
   Washington, DC 20500
   202-467-9800

"America Goes Back to School is designed to foster grassroots support for schools by inviting individuals, parents, grandparents, community leaders, professionals, people skilled in vocational trades, artists, religious leaders, and all Americans to rally around their local schools and create a win/win situation for families, schools and communities across the nation."

H. Brent Coles
Mayor, Boise ID

The following are available free of charge from the U.S. Department of Education by calling **1-800-624-0100**:

- "Creating Safe Schools: A Resource Collection for Planning and Action"
- "Manual on School Uniforms"
- "Growing Up Drug Free: A Parent's Guide to Prevention"
- "READY SET GO"
- "School Administrators' Violence Prevention Resource Anthology"
- "Success Stories '94: A Guide to Safe, Disciplined, & Drug-Free Schools"
- "Art of Prevention: A Drug Prevention Resource for All Teachers"
- "Murals Reflecting Prevention"

2. ***Help Support Parent and Family Involvement:*** You can go to your local school, PTA, community group, or house of worship for more help. In addition, 28 Parental Information and Resource Centers have been funded through the Goals 2000: Educate America Act. For more information on these parent centers, call **202-401-0039.** Title I of the Improving America's Schools Act, which provides resources to schools needing extra help to strengthen programs in the basics and core academics, encourages the creation of school-parent compacts in half of the nation's schools. For more information on school-parent compacts, call **202-260-0965.** The Individuals with Disabilities Education Act funds 70 Parent Training and Information Projects across the 50 states to help parents of children with disabilities. To get a copy of "A Directory of Parent Training and Information Projects" and for more information call the National Information Center for Children & Youth with Disabilities at **1-800-695-0285**. The U.S. Department of Education supplies two-thirds of all student financial aid for college (loans and grants). Call **1-800-4-FED-AID** for more information on student aid. The following national organizations can also provide you with more information.

Partnership for Family Involvement in Education
600 Independence Avenue, SW
Washington, DC 20202-8173
1-800-USA-LEARN

The National Coalition for Parent Involvement in Education
Institute for Educational Leadership
1001 Connecticut Ave., NW, Suite 310
Washington, DC 20036
202-822-8405

Parents as Teachers
9374 Olive Boulevard
St. Louis, MO 63132
314-432-4330

HIPPY USA
Teachers College
Box 113
525 West 10th St.
New York, NY 10027
212-678-3500

"To increase the commitment to and involvement in our children's learning experiences makes a significant difference in the prosperity and future of our city as well as other communities across the country."

Anthony Masiello
Mayor, Buffalo, NY

For additional information and a free catalog of parent and family involvement resources for parents and educators, contact:

The National PTA
135 South La Salle
Department 1860
Chicago, IL 60674-1860
312-549-3253
312-477-5818 fax

To order: "Catch the Spirit: A Student's Guide to Community Service" write to:

The Consumer Information Center
Department 593C
Pueblo, CO 81009

The following publications can be ordered free of charge from the U.S. Department of Education by calling 1-800-USA-LEARN.

- **"Strong Families, Strong Schools: Building Community Partnerships for Learning"**
- **"America Goes Back to School Partners' Activity Guide"**
- **"Reaching All Families and Creating Family Friendly Schools"**
- **"Employers, Families and Education: Promoting Family Involvement in Learning"**
- **"Get Involved! How Parents and Families Can Help Their Children Do Better In School"**
- **"Team up for Kids! How Schools Can Support Family Involvement in Education"**
- **"Be Family-Friendly: It's Good Business!"**
- **"Join Together for Kids! How Communities Can Support Family Involvement in Education"**
- **"Summer Home Learning Recipes"**
- **Helping Your Child Learn Series (Reading, Math and others)**

3. ***Selected Resources To Help America Become a Reading, Literate Society***: Tutors and reading partners can be obtained by asking your local school, PTA, library, community group, or house of worship for help. Many Girl Scout cadette troops, Boys and Girls Clubs, AmeriCorps volunteers, retired teachers, librarians, and college sororities and fraternities have tutor volunteers. **READ*WRITE*NOW!** kits, developed by reading and writing specialists to help children increase their reading and writing skills, can be obtained through local libraries, the U. S. Department of Education's toll-free number **1-800-USA-LEARN**, the U. S. Department of Education's homepage on the World-Wide Web, and through the **ERIC** documentation system at your local library. Schools can use funds from the U.S. Department of Education's Title I-basic skills program to extend learning time after school and in the summer for children, and to redesign the reading and basic skills programs to be more effective in order to reach for higher standards.

Organizations that can immediately get you started to help children read and work for a more literate America include:

American Library Association
50 East Huron Street
Chicago, IL 60611
312-944-6780

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234
412-341-1515

National Center for Family Literacy
Waterfront Plaza, Suite 200
325 W. Main Street
Louisville, KY 40202-4251
502-584-1133

AmeriCorps
1201 New York Avenue, NW
Washington, DC 20525

Reading Is Fundamental
600 Maryland Avenue, SW
Washington, DC 20024

National Institute for Literacy
800 Connecticut Ave., Suite 200
Washington, DC 20006
202-632-1500

Pizza Hut's Book It! Program
9111 East Douglas
Wichita, KS 67201

Books and Beyond
309 North Rios
Solano Beach, CA 92075
619-755-3823

International Reading Association
800 Barksdale Road, P.O. Box 8139
Newark, DE 19714-8139
302-731-1600 ext. 220

Extra help in the basics -- Title I
Contact your State Department of Education or the U.S. Department of Education at 202-260-0826

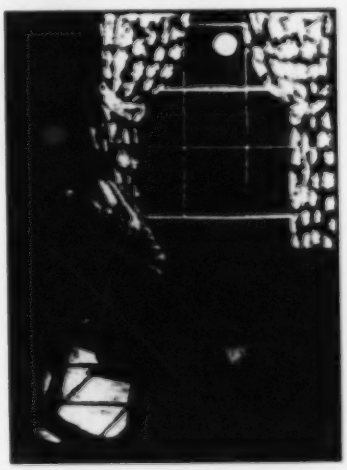
Extra help for students with disabilities - Special Education
Contact your State Department of Education or the Office of Special Education at the U.S. Department of Education at 202-205-5507

The following publications are available from the National Library of Education, U.S. Department of Education, by calling **1-800-424-1616:**

- "State of the Art: Transforming Ideas for Teaching and Learning to Read"
- "Helping Your Child Learn to Read"
- "Helping Your Child Learn to Use the Library"

"Wild Thing"
Kevin Perine, Jr., Akron, OH

"If I Could Give the World a Gift"
Adrienne Shoen, Georgetown, KY



4. ***Selected Resources To Reach New Levels of Excellence with High Standards and Real Accountability:*** Contact your local school district or state department of education to find out what's going on in your community and state to develop and set higher educational and occupational standards. The Goals 2000: Educate America Act provides funding to help schools raise standards and improve their accountability. It encourages communities to create their own locally developed school improvement plans. For information, call your state education department or call **202-401-0039.**

The following are other sources of information on standards.

Council of Chief State School Officers
One Massachusetts Avenue, NW/Suite 700
Washington, DC 20001-1431
202-408-5505

Council for Basic Education
1319 F Street, NW
Washington, DC 20004
202-347-4171

National Alliance of Business
1201 New York Avenue, NW
Suite 700
Washington, DC 20005
202-289-2800

The Business Roundtable
1615 L Street, NW
Suite 1100
Washington, DC 20036
(202) 872-1260

"Dare to Discover the Glow of a Book"
Chris Mills, Montgomery, AL

The following publications can be ordered free of charge from the U.S. Department of Education by calling **1-800-USA-LEARN**.

- "An Invitation to Your Community: Building Community Partnerships for Learning"
- "Moving America to the Head of the Class"
- "Teachers and GOALS 2000: Leading the Journey Toward High Standards for All Students"
- "State Content Standards Directory of state projects funded by the U.S. Department of Education"
- "Eloquent Evidence: Arts at the Core of Learning"

5. ***Selected Resources To Make Technology Available So All Children Will Succeed in the 21st Century:*** Check with the technology coordinator in your local school district or state education agency, your local library, and local Computer Users Groups for further help. Check your local telephone directory for the number of the Computer Users Groups. At the U.S. Department of Education, Challenge Grants for Technology in Education provide funding to school consortia to support the development and innovative use of technology to enhance learning. Challenge grants help communities turn their schools into information age learning centers. President Clinton recently proposed a $2 billion initiative to build and support state and local partnerships promoting technological literacy for all students. For information, call **202-708-6001**.

In addition, there are national organizations such as:

Educational Resources Information Clearinghouses (ERIC)
ACCESS ERIC
1600 Research Blvd.
Rockville, MD 20850-3172
1-800-LET-ERIC
AskERIC (askeric@ericir.syr.edu)

KickStart Initiative: Connecting America's Communities to the Information Highway National Information Infrastructure Advisory Council
NTIA Openness Center
Department of Commerce,
Room 1609
Washington, DC 20230
202-482-3999
http://www.benton.org/kickstart/kick.home.html

Telephone Pioneers of America
P.O. Box 13888
Denver, CO 80201-3888
1-800-872-5995

The National Parent Information Network ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801-4897
1-800-583-4135 or 217-333-1386

National Tech Corps
P.O. Box 65332
Washington, DC 20035
508-620-7749
http://www.ustc.org

NetDay96
2601 Mariposa St.
San Francisco, CA 94110-1400
415-553-2311 netday@kqed.org
http://www.netday96.com/

"Just Open Your Eyes and See . . . The Light"
Leandra Hicks, Evansville, IN

If you have access to any online service or to the Internet, you can reach our World Wide Web site at **http://www.ed.gov**; our gopher server is at gopher.ed.gov (or select North America–>USA–>General–>U.S. Department of Education from the All/Other Gophers menu on your system.) FTP users can ftp to ftp.ed.gov and log on as anonymous. E-mail users can get our catalog and instructions on how to use our mail server by sending e-mail to almanac@inet.ed.gov; in the body of the message, type send catalog. You may also contact your Regional Technology Consortium:

Northwest Regional Technology Consortium
505-275-9624

South Central Regional Technology Consortium
913-864-4954

North Central Regional Technology Consortium
708-218-1272

Southeast & Islands Regional Technology Consortium
910-334-3211

NetTech-Northeast Regional Technology Consortium
212-541-0972

Southwest & Pacific Regional Technology Consortium
310-985-1570

6. ***Selected Resources To Prepare Young People for Careers:*** Funds are available from the U.S. Department of Education to underwrite the initial costs of planning and establishing school-to-career systems at the state and local level. For more information on funding and development assistance, contact your state department of education or the School-to-Work Opportunities Learning & Information Center at **1-800-251-7236**.

The National School-to-Work Learning & Information Center provides information, assistance and training to build school-to-work opportunities throughout the country. The Center uses the latest information technology to help increase the capacity of professionals and to develop and implement School-to-Work systems across the nation. Its services are available to state and local school-to-work offices, employers, schools, labor, parents, students, and the general public.

The Center, jointly operated by the U.S. Department of Education and the U.S. Department of Labor, offers access through six distinct services:

- The 800-number "Answer Line" (1-800-251-7236)
- Internet Home Page/Information Network (http://www.stw.ed.gov)
- Relevant publications
- A resource bank of selected technical assistance providers
- Databases on key School-to-Work contacts, organizations, and practices
- Meetings, conferences, and training sessions

Service learning opportunities can also be important to help prepare youth for a career. For information about the AmeriCorps program and service learning, call **1-800-ACORPS.**

"AMERICA GOES BACK TO SCHOOL is sponsored by the Partnership for Family Involvement in Education, a coalition of family, community, religious and education organizations dedicated to improving children's learning through the development of family-school-community partnerships. I urge all residents to use this as a beginning in supporting children's learning, which can make a positive difference in their lives and future."

Richard Riordan
Mayor, Los Angeles, California

7. ***Selected Resources To Make College More Accessible:*** Preparing your child for college includes both academic and financial preparation. You can seek information from your local school guidance counselor, local community college or university, and some community and service organizations. You can also obtain financial aid information from the U.S. Department of Education. The Department supplies 70 percent of the financial aid to college students in the United States. For the facts about financial aid, including the Direct Loan Program, call **1-800-4-FED-AID**. Here are some other resources that you can use to find out more about planning for careers and college:

The ACT and the National Career Development Association have developed a career exploration and guidance kit called, "Realizing the Dream." Ask your child's guidance counselor if Realizing the Dream is being used in your child's school or district. To find out more about the kit, you can call **319-337-1379** or write to the following address:

Heidi Hallberg, Program Coordinator–ACT
2201 North Dodge St.
P.O. Box 168
Iowa City, IA 52243-0168

The U.S. Department of Education offers a free PC-based software package that helps young people choose a college and learn about student financial aid. The package is called, the "AWARE Early Awareness Software." You can obtain a copy by calling 1-800-4FED-AID, or by writing to the following address:

Federal Student Aid Information Center
P.O. Box 84
Washington, DC 20044

- "The College Guide for Parents," Third Edition, Charles Shields. The College Board, 1994.

- "The Multicultural Student's Guide to the Colleges," Robert Mitchell. Noonday Press, 1996.

For a free copy of the following publications, call the U.S. Department of Education at **1-800-USA-LEARN:**

- "Preparing Your Child for College: A Resource Book for Parents"
- "America Goes Back to School: How Colleges Can Get Involved!"

For a free copy of the following publication, call the U.S. Department of Education at **1-800-4-FED-AID:**

- "The Student Guide: Financial Aid from the U.S. Department of Education"

"eye opener"
Colin Nagel, Hopr, RI

America Goes Back to School: Get Involved!

The National PTA Reflections Program

The National PTA Reflections Program is an arts recognition and achievement program for students in preschool through grade 12, in the areas of literature, musical composition, photography and visual arts. Each year more than 600,000 students participate in the Reflections Program through local PTA units around the country. We would like to acknowledge the following students who provided artwork and photography for the *America Goes Back to School* poster, bookmark, guide and folder:

1993-94 "If I Could Give the World a Gift . . ."

Daniel Brouillette, Sioux City, IA, "Harmony"
Mary-Hall H. Dale, Columbus, MS, "Harmony"
Unique R. Dancy, Akron, OH, "Everyone Could Have the Freedom to be Themselves"
Jenny Dumproff, Germantown, WI, "I'd Give the World Another Picasso"
Lauren Elizabeth Gregory, Oak Ridge, TN, "The World Needs a Hug"
Darren Hauck, Wauwatosa, WI, "Helping Hands"
Katherine Leila Norton, Rochester, MN, "A Clean up Club"
Adrienne Shoen, Georgetown, KY, "If I Could Give the World a Gift"
Mikey Stevens, Germantown, TN, "I Would Give the World Fresh Air, Puppies and Love"

1994-95 "Dare to Discover . . ."

Jamie King, Meridian, MS, "Sharing a Book"
Katherine Mertens, Cranford, NJ, "Autumn Rain"
Chris Mills, Montgomery, AL, " . . . the Glow of a Book"
Kevin Perine, Jr., Akron, OH, "Wild Thing"
Zachary Schelp, Kansas City, MO, " . . . Your Imagination"

1995-96 "Just Open Your Eyes and See . . ."

Taylor Marie Fidel, Murray, UT, " . . . the Setting Sun"
Leandra Hicks, Evansville, IN, " . . . The Light"
Kestral Leigh Grapes Michaud, Irwin, PA, " . . . People are Like Flowers. They are all Different and They are All Beautiful"
Colin Nagel, Hope, RI, "eye opener"
Sloan Schmidtke, Birmingham, AL, " . . . Through an Ant's Eyes"
Eddie Smith III, Montgomery, AL, " . . . We Can All Live in Unity"
Alison R. Trump, Pittsburgh, PA, untitled
Justin Taylor, Parkersburg, WV, "Kid Peace"
Andy Zabko, Novato, CA, " . . . Reflections Upside Down or Are They"

"Just Open Your Eyes and See, We Can All Live in Unity"
Eddie Smith III, Montgomery, AL

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AMERICA GOES BACK TO SCHOOL: GET INVOLVED!

is published by the U.S. Department of Education

as an initiative of **The Partnership for Family Involvement in Education**

Richard W. Riley

U.S. Secretary of Education

Marshall Smith

U.S. Under Secretary of Education

Terry Peterson

Counselor to the Secretary

Alan Ginsburg

Director of the Planning and Evaluation Service

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Jacquelyn Zimmermann and Jennifer Ballen edited the kit.

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Catherine Lippert
Brenda Long
Lisa Lowe
Kenneth Luttrell
Tom Lyon
John McGrath
Paul McKnight
Rick Miller
Marion Millhouse
Mario Moreno
Dan Morrissey
Linda Mount
Ann Nawaz
Calvin Nophlin
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LaGina Osbourne, Buena Vista/Jones Paideia Magnet School; Sheila Rapp, Oak Elementary School; Virginia Schmidt, Webster's International; Jerold P. Bauch, The Betty Phillips Center for Parenthood Education; Debbie Morrison, Oak Elementary School
TEXAS
Nancy Dickson Stiles, Katy Elementary School; David Guel, Travis Middle School; Charles Patterson, Killeen Independent School District; Pat Wright, Ft. Worth Independent School District; Emmie West, ECS Learning Systems; Evelyn Farmer, Fredericksburg Independent School District; Robert de Kanter, Robert E. Lee High School; Richard R. Arduengo, Houston Public Library
UTAH
Kathleen B. Peterson, Ferron Elementary School
VERMONT
Ruth Ann Barker, Leicester Central School
VIRGINIA
Rabbi Bruce Aft, Congregation Adat Reyim; Leslie Collins, National Engineers Week; Susan Hlesciak Hall, Association for Supervision and Curriculum Development; Coleman Harris, Mount Vernon High School PTSA; John J. Mahlmann, Music Educators National Conference; June Million, National Association of Elementary School Principals; Gwendolyn J. Cooke, National Association of Secondary School Principals; Maggie Holmes, National Head Start Association;
WASHINGTON
Harriet Green, Lynndale Elementary School; Shirley Scott, Edmonds Community College;
WEST VIRGINIA
Michael Valentine, West Virginia Department of Education
WISCONSIN
Anita Zipperer, Green Bay Area Public Schools; Jeff Glover, Demco, Inc.; Karen Helgerson and Chris Perket, Fox Cities Chamber of Commerce; Ruth Ann Landsverk, Department of Public Instruction; Daniel O. Magnuson, Family Service of America

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The U.S. Department of Education

PARTNERSHIP
for Family
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in Education

How are you getting involved? Tell us about your event(s):

AMERICA GOES BACK TO SCHOOL

NAME OF INDIVIDUAL/SCHOOL/ORGANIZATION/EMPLOYER: _____

ADDRESS: _____

CONTACT: _____

CONTACT NUMBERS: ( ) _____ ( ) _____

FAX NUMBER: ( ) _____ ( ) _____

INTERNET ADDRESS: _____

ACTIVITY: _____

_____

(add more sheets if necessary)

DATE: _____ TIME: _____

LOCATION: _____

PARTICIPANTS: _____

PLEASE RETURN COMPLETED FORM TO:
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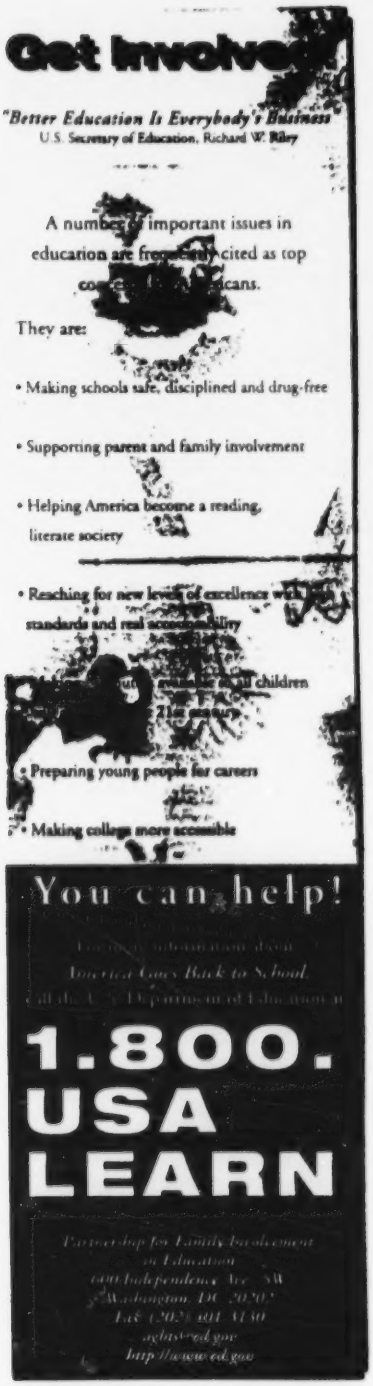
600 INDEPENDENCE AVENUE, SW
FB 10, ROOM 2302
WASHINGTON, DC 20202
Fax: 202-401-3130
E-mail address: agbts@ed.gov


Get Involved
"Better Education Is Everybody's Business"
U.S. Secretary of Education, Richard W. Riley
A number of important issues in education are frequently cited as top
They are:
• Making schools safe, disciplined and drug-free
• Supporting parent and family involvement
• Helping America become a reading, literate society
• Preparing young people for careers
• Making college more accessible
You can help!
1.800.
USA
LEARN

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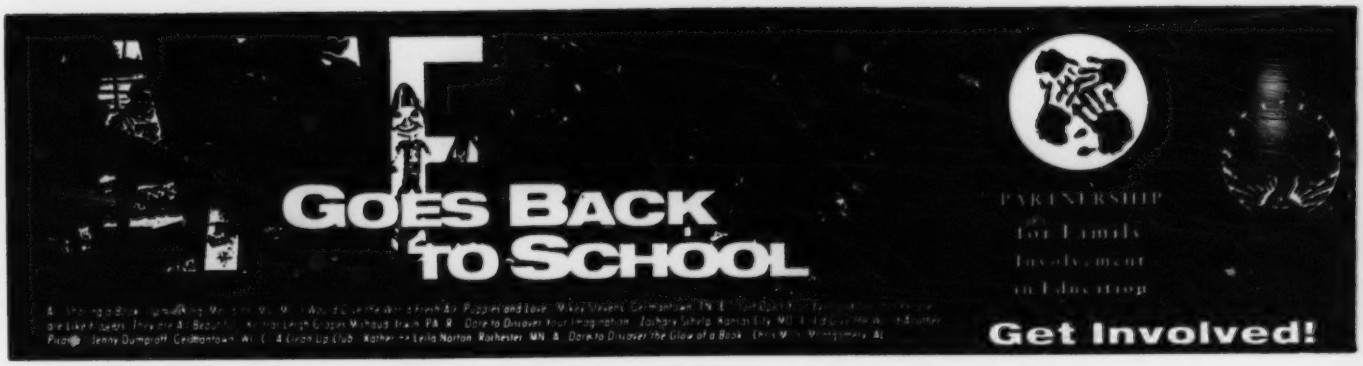
GOES BACK
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PARTNERSHIP
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The Partnership for Family Involvement in Education

"Better Education Is Everybody's Business."
U.S. Secretary of Education Richard W. Riley

What is the Partnership's mission? To promote children's learning through the development of family-school-community partnerships.

Who are the Partners for Learning? More than 700 family, school, community, employer and religious groups comprise the Partnership. They have come together to support student learning to high standards. These Partners represent a growing grassroots movement across this country organized into four areas:

- "Family-School Partners for Learning" supporting home-school partnerships:
  - Family partners strengthen schools through at-home activities including encouraging reading, monitoring homework, making sure their children are prepared and attend school; and through at-school activities including attending school conferences and asking for challenging coursework.
  - School partners support families' expectations for their children's education, reach out to parents as partners, offer parents help, and are accessible when parents are available.
- "Employers for Learning" adopting family- and student-friendly business practices, such as providing leave time to attend parent conferences and volunteer in school, and providing parent training and child care.
- "Community Organizations for Learning" supporting learning communities through organized before- and after-school and summer activities, helping to make streets safe for children, and supporting supervised recreational activities.
- "Religious Organizations for Learning" providing parent education programs, sponsoring cultural programs, making their buildings available for organized activities and supporting out-of-school learning.

What are the benefits from joining the Partnership? Partners improve their effectiveness by connecting with other groups and drawing on each others' strengths. The benefits of being part of a coordinated effort are key: Partners learn about and share the latest and best practices from other Partner organizations. Recognition is earned for organizations' visible commitments at the national, state, and local levels. Members of the Partnership for Family Involvement in Education receive Partnership publications and support on an on-going basis.

What are nationwide Partnership Activities? As the Partnership grows, special projects support family involvement and student learning across communities:

- **READ*WRITE*NOW!**, a national initiative with an intensive summer component, to encourage children's reading and writing with a reading partner 30 minutes a day.
- ***America Goes Back to School: Get Involved!*** encourages every American to go back to school each fall to share their talents and experiences. Taking the challenge means addressing local educational concerns on a continuous basis and making a year-long commitment to learning.
- Additional activities support the partnership through conferences, publications and on-going communication, including newsletters and the upcoming **"Partners for Learning"** Internet Home Page.
- How can your organization join the Partnership? If your organization wants to become a **Partner for Learning** fill out one of the following sign-on sheets and send it in. You will receive your Partnership member's kit soon after.

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Join the Partnership for Family Involvement in Education...

Family-School Partnership Promise

Families and schools across America are increasingly accepting mutual responsibility for children's learning. When families are involved in children's learning, at school and at home, schools work better and students learn more. Schools and families are working with employers and community organizations to develop local partnerships that support a safe school environment where students learn to challenging standards. By working together, exchanging information, sharing decision-making, and collaborating in children's learning, everyone can contribute to the education process.

Coming together as families, local school board governance, administration, teachers and school staff, we form this partnership and affirm the importance of family involvement in children's learning.
We pledge to:

- Share responsibility at school and at home to give students a better education and a good start in life.
- Our school will be welcoming to families; reach out to families before problems arise; offer challenging courses; create safe and drug-free learning environments; organize tutoring and other opportunities to improve student learning; and support families to be included in the school decision-making process.
- Our families will monitor student attendance, homework completion and television watching; take the time to talk with and listen to their children; become acquainted with teachers, administrators and school staff; read with younger children and share a good book with a teen; volunteer in school when possible; and participate in the school decision-making process.
- Promote effective two-way communication between families and schools, by schools reducing educational jargon and breaking down cultural and language barriers and by families staying in touch with the school.
- Provide opportunities for families to learn how to help their children succeed in school and for school staff to work with families.
- Support family-school efforts to improve student learning by reviewing progress regularly and strengthening cooperative actions.

We would like to become a member of the Partnership for Family Involvement in Education. We commit to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following.)

School Name:

Principal: **Signature:**

Parent Organization Representative: **Signature:**

Teacher:

Representative: **Signature:**

School Staff Representative: **Signature:**

Contact Person: **Title:**

Address:

City: **State:** **Zip:**

Phone: **Fax:** **E-mail:**

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-401-3036 to receive your **Family-School Partnership Promise Certificate.**

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Join the Partnership for Family Involvement in Education...

Employers for Learning Promise

A strong and vigorous economy, for our employers and our nation, depends upon an educated, skilled, and competent citizenry. Today's students are tomorrow's citizens, and are our long-term investments for the future.

Employers play an important role in the school-improvement efforts on local, state, and national levels. We can now multiply the effectiveness of such efforts by enlisting our current employees as partners in the campaign to support and better the American educational system. Any company, regardless of its size, can take steps to support parents in its workforce and to support local education.

Over 30 years of research shows that greater family and adult involvement in children's learning is a critical link to achieving a high-quality education.

Small investments that enable employee participation in students' academic success, and in our education system, lead to a win/win for everyone:

- ***Employees Win*** by helping prepare a highly skilled and globally competitive workforce.
- ***Employees Win*** by making positive differences in children's education and in their local schools.
- ***Schools Win*** from increased parental and community involvement.
- ***Students Win*** from better education.

We recognize there are many ways to get started:

- Contact a local school to discuss opportunities for cooperation.
- Explore with employees ways in which they can help children learn.
- Explore with employees ways in which they can help local schools better educate their students.
- Explore policies and practices to encourage and enable employee involvement in schools and learning.
- Contact the Partnership for Family Involvement in Education for information.

We commit to:

- Identify a contact person, authorized to explore and develop options for company involvement in our family-school-community initiatives.
- Take action to implement programs.
- Share best practices after evaluating programs annually.
- Form partnerships with other stakeholders to promote, implement, and improve family-friendly policies and practices.

We would like to become a member of the Partnership for Family Involvement in Education. We commit our organization to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following information.)

President/CEO: _____ **Signature:** _____

Company/Organization: _____ **Date:** _____

Contact Person: _____ **Title:** _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

Phone: _____ **Fax:** _____ **E-Mail:** _____

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-401-3036 to receive your **Employers for Learning Promise Certificate.**

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Join the Partnership for Family Involvement in Education...

Statement of Common Purpose Among Religious Communities Supporting Family Involvement in Learning

"Train children in the right way, and when old, they will not stray"
Proverbs 22:6

As members of religious communities from across the land, we join to affirm the vital and enduring role of families in the education of children. We have always regarded families--and parents in particular--as the primary teachers of children. Encouraged by Secretary of Education Richard Riley's concern for all children and his commitment to the role of families in educating children, we call upon all people of good will to stand as one with us in support of families' participation in children's learning.

Parents and guardians need to immerse themselves in the education of their children as never before. Children need the immediate and constant support of their families. But there are other voices at odds with these goals: the voices of poverty, loneliness, and fear. Because of this, there are children who do not attend school regularly, whose test scores and grades falter, who have too much idle time, and whose parents are absent, too overwhelmed or too busy to spend time reading, talking, praying, playing, listening, helping or encouraging them.

Religious communities hear this cry. It is with this knowledge and in our unique roles that we stand united in our commitment to the involvement of family members in the education of children. We believe the participation of family members in the education and spiritual development of young people is fundamental to a child's preparation for adulthood and the responsibilities of citizenship. Our nation's future depends upon a shared concern for the education of young people.

It is imperative that religious communities join together with governments, community organizations, businesses, and public and private schools in striving to provide families, parents, grandparents, foster parents, guardians, or extended family members with the information, skills, tools, and opportunities that will encourage their participation in the total education of their children, including character education. We are committed to working together to improve children's learning through family involvement partnerships.

We are thankful for the blessings of religious liberty, a sacred trust, stated in the Declaration of Independence and guaranteed by the First Amendment of the Constitution, that enables the members of all faiths to work together freely and openly for the common good. As beneficiaries of this great legacy, we pledge our support in encouraging family involvement in the education of children.

We call upon all citizens, religious communities, community organizations, and businesses to do their share. We urge family members to become actively involved in their children's education, religious communities to work to better understand and meet educational and family needs, community organizations to sponsor meaningful youth- and family-oriented activities, and businesses to adopt family-friendly policies in the workplace. Governments need to promote public policies that encourage greater family involvement in the education of all children. We challenge our society to value and nurture our children of today so that they can be productive citizens of tomorrow.

We would like to become a member of the Partnership for Family Involvement in Education. We commit our religious organization to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following information.)

Official: _____ **Signature:** _____

House of Worship/Religious Organization: _____ **Date:** _____

National Affiliation/Denomination: _____

Contact Person: _____ **Title:** _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

Phone: _____ **Fax:** _____ **E-Mail:** _____

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-401-3036 to receive your Statement of **Religious Communities Certificate.**

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Join the Partnership for Family Involvement in Education...

The Community Promise

A strong and vigorous community, one that is supportive of all citizens, depends upon an educated, skilled, competent and involved citizenry. Schools, families, and community organizations are increasingly accepting mutual responsibility for children's learning. By working together, exchanging information, sharing decision-making, and collaborating in children's learning, everyone can contribute to the educational process. As a community-based organization, we support family-school compacts and affirm the importance of family-community involvement in student's learning.

We commit to involve our organization and its community members in a family-school-community partnership. By coming together with other organizations, we will:

- Make safe schools/safe neighborhoods a priority.
- Combat alcohol, drugs, and violence in and around schools and neighborhoods.
- Reinforce parenting skills using community institutions to provide family and literacy training and referral services.
- Provide mentoring and homework help programs so that children may be assured of tutoring and guidance from knowledgeable and responsible adults.
- Come together to coordinate delivery of services and to eliminate duplication of efforts.
- Help develop and sponsor affordable and quality after-school, weekend and summer learning, cultural, and community recreational activities.
- Support school improvement efforts in the local community.
- Support and become informed about school governance issues.
- Encourage schools to be involved in the life of the community, through co-sponsorship of community outreach activities of partner organizations.

We would like to become a member of the Partnership for Family Involvement in Education. We commit our community organization to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following information.)

Official: _____ **Signature:** _____

Community Group: _____ **Date:** _____

Contact Person: _____ **Title:** _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

Phone: _____ **Fax:** _____ **E-Mail:** _____

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-401-3036 to receive your **Community Promise Certificate.**